Table of Contents

Introduction 5
Mission Statement 5
Profile 5
Vision 5
History 6
Lafayette Today 6
Diversity and Inclusiveness Statement 7
Accreditation 7

Academic Programs 8
Degrees 8
Graduation Requirements 8
The Major 9
The Minor/Certificate 10
Five-Year, Two-Degree Programs 10
Attendance and Standing 10
Course Registration 13
Advising 15
Academic Services 16
Part-Time Studies 16
Honors 17
Special Academic Opportunities 24
Library Resources 26
Information Technology Services 26

Admissions and Costs 28
Admissions 28
Preparation 28
Advanced Placement 28
Academic Scholarships 28
Transfer Students 29
International Students 29
Fees 29

Majors 32
First-Year Seminar Program 32
Africana Studies 32
Anthropology and Sociology 33
Art 33
Asian Studies 34
Biochemistry 35
Biology 36
Chemistry 37
Computer Science 39
Economics 40
Education Program 41
Engineering 41
Chemical and Biomolecular Engineering 41
Civil and Environmental Engineering 42
Electrical and Computer Engineering 43

Engineering, B.S. with International Studies, A.B. 44
Engineering Studies 44
Integrative Engineering 45
Mechanical Engineering 45
English 46
Environmental Science and Studies 47
Film and Media Studies 49
Geology and Environmental Geosciences 49
Government and Law 52
Government and Law and Foreign Language 54
History 55
Interdisciplinary Studies 56
International Affairs 58
Languages and Literary Studies 58
Chinese 59
Classics and Classical Languages: Greek and Latin 59
Comparative Literature 59
French 60
German 60
Hebrew 61
Japanese 61
Russian 61
Spanish 61
Mathematical Sciences 62
Mathematics and Economics 63
Military Science Program 63
Music 65
Neuroscience 66
Philosophy 66
Physics 67
Policy Studies 68
Psychology 69
Religion and Politics 72
Religious Studies 72
Russian and East European Studies 73
Theater 74
Women's, Gender and Sexuality Studies 75

Courses 77

The Board of Trustees 2024-2025 216
Trustees Emeriti 2024-2025 216

Faculty 218

Officers of Administration 232
Senior Leadership Team 232
Officers of Administration 232

Non-Discrimination and Equal Opportunity Policy 243
Disclaimer 243
Equity in Athletics Disclosure 243
IndexNo index entries found. 245

2024-2025 Catalog

Introduction

MISSION STATEMENT

In an environment that fosters the free exchange of ideas, Lafayette College seeks to nurture the inquiring mind and to integrate intellectual, social, and personal growth. The College strives to develop students' skills of critical thinking, verbal communication, and quantitative reasoning and their capacity for creative endeavor; it encourages students to examine the traditions of their own culture and those of others, to develop systems of values that include an understanding of personal, social, and professional responsibility, and to regard education as an indispensable, life-long process.

PROFILE

Lafayette College was founded in 1826 by citizens of Easton, Pennsylvania, as an all-male liberal arts institution. Throughout its history, the College has continually shaped itself in ways that best serve its educational purpose, remaining supportive of the tradition of liberal art education while being responsive to changes and challenges of society and the times. For example, in 1838, it became one of the first colleges to implement a teacher-training program, thus recognizing the connections within education at all levels. In 1854, the College formed a mutually supportive association with the Presbyterian Church. In 1866, as industrialism was changing the Western world, it established courses in engineering, chemistry, and mining. At a local level, it acknowledged the educational needs of the Easton area by introducing a part-time evening degree program in 1953. More recently, as the role of women in society underwent redefinition, in 1970 the College, began coeducation to prepare both men and women to lead the nation into a new century. Today, Lafayette is an independent, coeducational, residential, undergraduate institution with a faculty of distinction and 2,400 full-time men and women students of high intellectual promise and diverse backgrounds. The student body is 50 percent men and 50 percent women.

The College's curriculum is distinguished by the rare combination, on an undergraduate campus, of degree programs in the liberal arts and in engineering. Students who come to Lafayette may choose among a range of disciplinary and interdisciplinary courses and pursue the Bachelor of Arts degree in 31 fields or the Bachelor of Science degree in nine fields of science and four fields of engineering. Those who pursue professional career preparation do so within programs rooted in and enriched by the liberal arts. Lafayette alumni/ae remain unusually active and supportive of the College and its goals.

Effective and challenging teaching is the first priority of the faculty both in the classroom and in a variety of independent and collaborative learning experiences. Easton's proximity to New York City and Philadelphia helps students extend their learning experiences, as do Lafayette's full co-curricular intellectual, cultural, athletic, and social programs. Faculty research and scholarship are encouraged and supported in the belief that such professional involvement extends the individual faculty member's intellectual resources, strengthens and complements teaching effectiveness, facilitates student/faculty research, and contributes to the scholarly and professional communities outside the College.

In addition to a campus of great beauty, Lafayette offers a well-equipped physical plant. Its programs are supported by a library with more than 500,000 volumes and an extensive array of electronic resources; modern computer facilities and laboratories accessible to students; a thriving Center for the Arts; a large College Center for dining and other communal activities; an athletic complex compatible with its intercollegiate Patriot League commitment and its extensive intramural and recreational program; two chapels serving a variety of religious commitments; and a diversity of living situations. Lafayette's endowment per student is in the top 2 percent of all institutions in the country.

VISION

In the coming decade, Lafayette expects to strengthen its position among liberal arts colleges and engineering programs of the first rank; through judicious commitment of its considerable resources, it seeks to advance the quality of its students, its faculty, and its programs. Lafayette will continue to enroll students who show evidence not only of academic achievement but of intellectual curiosity, and who show promise of becoming engaged citizens within and beyond the College community. It will continue to recruit and support a faculty of teachers / scholars of high quality who see undergraduate teaching as their primary goal and who are committed to scholarship and to an active professional life. Lafayette will continue to shape its academic program with the goal of assuring that a clear, consistent, and demanding curriculum is in place for all students, requiring study in the arts, the sciences, and technology, and encouraging such study beyond the introductory level. In addition, it will continue to work toward greater integration of A.B. and B.S. programs so that all students may be the beneficiaries not only of specialized inquiry but of connected, interdisciplinary inquiry as well. And it will continue to develop a curriculum that furthers the traditional values of a liberal education while remaining responsive to emerging societal needs. As part of its commitment, Lafayette will seek ways to assure that ethical studies are a regular component of each student's course of study.

The College will strengthen its honors and independent study programs, with the goal of engaging more students in scholarly projects and involving more faculty and students in collaborative learning. Individual attention to students and faculty-student interaction outside the classroom, always goals of the College, will be encouraged through an increasingly favorable student-faculty ratio and small class size. At the same time, the College, understanding the value of exposure to other cultures, will continue to increase opportunities for students to study abroad and will continue to work in other ways to internationalize the campus.

Because Lafayette knows the potential for learning and growth outside the academic program, it will continue to nurture a campus environment that stimulates and nourishes students both as individuals and as members of a community.

With the Farinon College Center and the Williams Center for the Arts as hubs of activity, the College will foster an atmosphere characterized by a diversity of opportunities for participation, volunteer service, and student leadership. It will offer an expanding array of living options that encourage healthy relations between women and men and provide an environment that encourages personal growth. It will also continue to increase opportunities for students of color and to work to achieve greater racial and ethnic diversity among students, faculty, and staff.

Members of the Lafayette community have always believed in working together to create a College that they and others value; their collective commitment for the coming years is to extend and enhance the value of the Lafayette experience and the prestige of the Lafayette College degree.

HISTORY

On Christmas Eve 1824, the Easton Centinel carried a notice calling upon residents of Northampton County "friendly to the establishment of a COLLEGE at Easton" to meet three days later at White's Hotel on Center Square. Led by James Madison Porter, a prominent local lawyer; Joel Jones, another lawyer and graduate of Yale; and Jacob Wagener, a local miller's son notable for his interest in mineralogy and botany, the assembled citizens worked out a plan for a college "combining a course of practical Military Science with the course of Literature and General Science pursued in the Colleges of our Country." Because the country was then in a fever over the farewell tour of the aged Marquis de Lafayette, whom Porter had met in Philadelphia the previous August, the founders voted to name their new college for the French hero of the Revolution as "a testimony of respect for (his) talents, virtues, and signal services… the great cause of freedom."

The governor of Pennsylvania signed the new college's charter on March 9, 1826, but getting the charter proved to be considerably easier than launching the College. In 1832, the Rev. George Junkin, a Presbyterian minister, agreed to move the curriculum and student body of the Manual Labor Academy of Pennsylvania from Germantown to Easton and to take up the Lafayette College charter. On May 9, 1832, classes in mathematics and the classics began in a rented farmhouse on the south bank of the Lehigh River, where the 43 students labored in the fields and workshops to earn money in support of the educational program.

In their original petition, the planners of the College had cited mathematics as an example of their educational philosophy. "Such branches will be selected and so pursued, as will not only discipline the mind, and induce habits of patient investigation, but also directly subserve the purposes of life." That sound principle animated much of the subsequent curricular development at Lafayette as, indeed, it does today.

The founders noted in 1824 that "the language most neglected in our seminaries of learning is the English." In 1857 Lafayette became the first American college to establish a chair for the study of the English language and literature, with emphasis on philology. Francis A. March, its first incumbent, achieved international fame for his work in establishing English as a pivotal subject in the liberal arts curriculum.

Similarly, the founders complained that "civil engineering has of late become a very prominent branch of education, and what is remarkable, not a College in our country (if we are correctly informed) has made it a part of their course." In 1866 Lafayette secured funds from Ario Pardee, a mining magnate and industrialist, to establish a new course in science and engineering, one of the first in any liberal arts college. The resulting union of arts, sciences, and engineering remains perhaps the most unusual feature of the Lafayette curriculum.

In 1832 the College acquired nine acres of land on an eminence across Bushkill Creek from Easton. Formally named "Mt. Lafayette," the elevation soon became more familiarly known as "College Hill." On its summit in 1834 rose the first of the College's own buildings, on a site now incorporated into South College. Today the campus comprises about 100 acres of land and more than 50 buildings, as well as various outlying properties and structures on College Hill and elsewhere.

Like the physical plant, enrollment grew steadily. By the turn of the century it stood at about 300, passed the 500 mark in 1910, and reached 1,000 during the 1920s. It more than doubled again as returning veterans swamped the College after World War II. As the GI tide ebbed, the enrollment dropped back to about 1,500 men.

The addition of women to the student population - they now make up about 50 percent of the student body - raised the total enrollment to about 2,100. Today, Lafayette enrolls about 2,500 students.

LAFAYETTE TODAY

Lafayette College focuses exclusively on undergraduate programs. It grants the Bachelor of Arts degree in 35 established major fields and the Bachelor of Science in nine fields of science and four of engineering. Interdisciplinary majors have been established in Africana Studies, Biochemistry, A.B. Environmental Studies/B.S. Environmental Science, Film and Media Studies, International Affairs, A.B. International Studies/B.S. Engineering, Mathematics and Economics, Neuroscience, Policy Studies, Russian and East European Studies, and Women's and Gender Studies. In addition, a number of departments have joined others in offering coordinate majors. Many departments also permit a minor in the field. A five-year, two-degree plan is also available.

The Board of Trustees is the governing body of the College, and it holds title to the College's properties, manages and allocates its funds, determines the broad policies under which programs are offered, and selects both its own membership and the President of the College, who is the chief executive officer. Under the Statutes of the College, the faculty determines the courses of study, requirements for admission, and other academic regulations, subject to approval by the Board of Trustees.

Lafayette College is a member of the Lehigh Valley Association of Independent Colleges (LVAIC), which also includes Cedar Crest College, DeSales University, Lehigh University, Moravian College, and Muhlenberg College. The consortium offers opportunities for cross-registration under certain conditions, and promotes cooperation in library resources, technology initiatives, and some academic programs.

DIVERSITY AND INCLUSIVENESS STATEMENT

Lafayette College is committed to creating a diverse community: one that is inclusive and responsive, and is supportive of each and all of its faculty, students, and staff. The College seeks to promote diversity in its many manifestations. These include but are not limited to race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, disability, and place of origin.

The College recognizes that we live in an increasingly interconnected, globalized world and that students benefit from learning in educational and social contexts, in which there are participants from all manner of backgrounds. The goal is to encourage students to consider diverse experiences and perspectives throughout their lives. All members of the College community share a responsibility for creating, maintaining, and developing a learning environment in which difference is valued, equity is sought, and inclusiveness is practiced.

It is a mission of the College to advance diversity as defined above. The College will continue to assess its progress in a timely manner in order to ensure that its diversity initiatives are effective.

ACCREDITATION

Lafayette College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market St., Philadelphia, PA 19104; (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the United States Secretary of Education and the Council for Higher Education Accreditation. The Chemical Engineering Program, Civil Engineering Program, Electrical and Computer Engineering Program, and Mechanical Engineering Program are accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org. The Bachelor of Science program in Computer Science is accredited by the Computing Accreditation Commission of ABET, http://www.abet.org. The Bachelor of Science program in chemistry and, under certain conditions, the Bachelor of Arts in chemistry meet the requirements of the American Chemical Society, making graduates of those programs eligible for membership in the Society immediately upon graduation.

Academic Programs

DEGREES

Bachelor of Arts
Bachelor of Science
Bachelor of Science in Engineering

Lafayette College offers the Bachelor of Arts degrees in 35 established major fields and the Bachelor of Science in 10 fields of science and five fields of engineering.

GRADUATION REQUIREMENTS

Graduation Requirements for All Students

The following are the requirements for graduation. Students are responsible for determining that they have satisfied all requirements. To participate in the commencement ceremony, students must have completed all degree requirements. More detail about each requirements can be found below.

- Completion of the Common Course of Study
- An overall GPA of 2.00
- A GPA of 2.00 in the major(s)
- Completion of the minimum number of course credits required by the degree(s) (32 / 36 / 40)
- Completion of all major requirements

Major Requirements

Each department has different requirements for completion of the major(s) within it. Students should work closely with their academic adviser(s) to make sure that they are satisfying all major requirements.

The Common Course of Study

The Lafayette Common Course of Study (CCS) is an outcomes-based curriculum and includes goals that will be assessed on a continuing basis. The result is an organic general education program that will evolve and change as we review how well we are accomplishing what we aspire to teach our students.

Courses can be used to meet more than one requirement, but students must complete at least seven unique courses, the FYS, the five distribution requirements, and the quantitative reasoning requirement. Not every course in the catalog necessarily fulfills a CCS requirement.

First-Year Seminar, taken in the fall semester of the first year, is designed to introduce students to intellectual inquiry by engaging them as thinkers, speakers, and writers.

Distribution Requirements, require the completion of: one course with a Humanities (H) designation, one course with a Natural Science with lab (NS) designation, one course with a Social Sciences (SS) designation; and two additional courses in two different divisions outside the student's home division. Courses may be selected from Engineering, including courses designated as Science and Technology in a Social Context (STSC); Humanities; Natural Science w/lab or Natural Science w/STSC; and Social Sciences.

Courses designated as *Science and Technology in a Social Context* (STSC) are courses in science or engineering without a lab in which students will address a scientific or technological issue of timely importance.

Quantitative Reasoning Requirement (Q), is to be satisfied by one course in which students learn to use mathematical methods to solve problems, represent and interpret quantitative information, and critically analyze mathematical results.

Writing Requirement (W), is to be satisfied through the First-Year Seminar and **three additional** W-designated courses that use process writing methods with at least one course in the major and at least one course outside the major.

Global and Multiculturalism (GM), requires the completion of two separate courses, a GM1 and a GM2, that examine the structure of identity, diversity, and differences in domestic and global contexts.

Values Requirement (V), is to be satisfied by a course where students construct and evaluate answers to questions of moral and political concern.

Elementary Proficiency in a Second Language (EPSL), requires the completion of a year (or less depending on the entry level, 102 or higher) of study of a language. Students may be exempted via advanced placement credit or testing.

Academic Divisions

The College is divided into four academic divisions with program membership as listed below. The divisional membership of a specific program needs to be considered when selecting courses to satisfy the Common Course of Study as required. Departments and programs not listed below are considered Interdisciplinary.

Humanities:

Art
English
Film and Media Studies
Foreign Languages and Literatures
Music
Philosophy
Religious Studies
Theater

Social Sciences:

American Studies
Anthropology and Sociology
Economics
Environmental Studies
Government and Law
History
International Affairs

Engineering:

Engineering Studies
Chemical Engineering (within the Department of Chemical and Biomolecular Engineering)
Civil Engineering (within the Department of Civil and Environmental Engineering)
Electrical and Computer Engineering
Integrative Engineering
Mechanical Engineering

Natural Sciences:

Biology
Chemistry
Computer Science
Environmental Science
Geology and Environmental Geosciences
Mathematics
Neurosciences
Physics
Psychology

GPA Requirements

Overall GPA

An overall grade point average of at least 2.00 is required for graduation. Considered in determining the cumulative average are courses taken at Lafayette or at other member colleges in the Lehigh Valley Association of Independent Colleges (LVAIC) under the cross-registration agreement or affiliated study abroad programs.

Major GPA

Students must complete an approved major program with an average of at least 2.00 in courses taken in the major. In the majority of majors, this normally includes all courses in the major subject area and excludes collateral / co-curricular courses. Interdisciplinary majors and programs are exceptions and will include multiple subject areas as determined by the major / program. Questions should be referred to the Registrar's Office.

Course Credits

The minimum number of course credits per degree can be found in the table below.

Degree Type	Course Credits Needed
Bachelor of Arts	32
Bachelor of Science (non-Engineering)	32
Bachelor of Science (Engineering)	36
Dual Degree (Bachelor of Arts + Bachelor of Science)	40
Dual Degree(Bachelor of Science + Bachelor of Science)	40

At least one-half of the courses for the degree(s) and the major(s) must be completed at Lafayette. Some departments may have more restrictive transfer / study abroad policies regarding credits applied towards the major.

Additionally, the senior year must be completed in full-time residence at Lafayette. "Full-time" is defined to be a minimum of three courses per semester.

Policy on Statute of Limitations for Students

All graduation requirements shall normally be met in a time period not to exceed six years following admission to junior status. In the case of hardship, a petition for one additional year may be submitted to the Student Affairs Committee after consultation with the Dean of Advising & Co-Curricular Programs and the major adviser or department head. Ordinarily, no extensions will be granted beyond the seventh year.

1. To meet expectations of appropriate and current preparation for upper-level work within the major program, a time period not to exceed five years shall be permitted between the completion of a prerequisite course (including transfer credit) and the initiation of the required course for which it is specified. Students who wish to appeal this rule may file a petition to the Student Affairs Committee after having consulted with their major department.

2. If a part-time student fails to maintain minimum progress (two courses in the curriculum successfully completed in 12 months), the student's progress will be reviewed by the Student Affairs Committee, who may then recommend to the Dean of Advising & Co-Curricular Programs that the student be required to withdraw. Reinstatement to the program is not automatic and will depend on evidence that a student will be able to make reasonable progress in subsequent work. An interview will be required before reinstatement. If a student withdraws from the program for any reason (academic or personal), she or he must meet with the Dean of Advising & Co-Curricular Programs staff and her or his departmental academic adviser or academic department head before reinstatement. They will make a recommendation to the Dean of Advising & Co-Curricular Programs concerning reinstatement.

3. If a student must repeat a passing course, both courses will appear on the permanent record and grades for both will be included in the cumulative grade point average. Course credit will only be awarded once.

THE MAJOR

Petitions for entrance into the junior class and to major in a particular department, departments, or interdisciplinary program are normally submitted at the start of the second

semester of the sophomore year at a time announced by the Dean of the Advising.

Double Majors

Candidates for the Bachelor of Arts degree may elect two major programs. Requirements common to both majors will count for both majors, with no more than four courses counted toward both majors.

Individualized Major

Students may find that the usual options for majoring or minoring do not meet their special interests or needs. Recognizing this, the College provides a unique opportunity for students to develop an individualized major within the A.B. program based upon their special interests, talents, experiences, and life objectives.

An individualized major combines courses in two or more departments based upon a theme articulated by the student in consultation with one or more faculty members. Examples of individualized majors can be reviewed on the Departments and Programs webpage.

Once the individualized major has been designed, the student petitions the Student Affairs Committee for final approval of the major no later than the end of the sophomore year. The petition must demonstrate a logical coherence of course selection, including a capstone experience, and must be approved by three faculty members who represent the departments involved. Students are invited to speak with the Registrar if they have questions concerning this opportunity.

Change of Curriculum or Major

A student desiring to change from one curriculum major to another must petition the Student Affairs Committee. Petition forms are available in the Registrar's Office or online. Students may direct questions to the Registrar. Students may also check on their progress toward graduation requirements in the Registrar's Office or on their degree audit.

The Minor/Certificate

Students may elect a minor/certificate program in addition to their major. A minor consists of a coherent sequence of courses, usually five or six in number, approved by the student's designated minor adviser. A minor program may be departmental or interdisciplinary in nature. An individualized minor is not available. Students must complete the minor/certificate program with an average of at least 2.00 in courses taken in the minor. In addition at least one-half the courses must be completed at Lafayette.

Normally, a student must petition for a minor program before the end of the second semester of his or her junior year. No more than three courses required (a) for the major or (b) the Common Course of Study requirements may be counted toward the minor.

Courses required for the major are defined as those specifically prescribed for the degree. Students electing a minor are encouraged to choose a minor in a different division from that of their major. No student may elect more than one minor.

Five-Year, Two-Degree Programs

Students may petition the Student Affairs Committee for permission to pursue a five-year, two-degree program leading to the Bachelor of Science + Bachelor of Arts or the Bachelor of Science + Bachelor of Science degrees in two fields of study. Two-degree candidates are required to complete the prescribed course of study for the particular degrees, all requirements for the majors and the Common Course of Study, and other general requirements for graduation. Such a program requires at least 40 course credits.

Attendance and Standing

Lafayette College uses a course unit system in computing progress toward the degree. This system is intended to emphasize mastery of subject matter, in contrast to the semester credit hour system, which measures achievement in terms of class time. A unit of instruction includes a combination of lecture, discussion, recitation, group and individual projects, and studio/laboratory work. Lafayette courses vary in the number of scheduled meeting hours. Courses scheduled for three hours of classroom/other instruction per week also include additional instructional activity, e.g. discussion sessions, attendance at lectures and performances, service learning, final examinations, fieldwork, etc.

The normal course of study in a four-year program requires completion of 32 courses over eight semesters with at least four courses per semester. Each course unit is equivalent to four semester credit hours. The Bachelor of Science in Engineering program requires completion of a total of 36 courses with at least five courses per semester after the first year.

Lafayette will consider a student's progress toward a degree acceptable if he or she has earned at least the following number of course credits by the end of the second semester:

Minimum A.B ./ B.S. Science

	First Semester	Second Semester
First-Year Student	3	6
Sophomore	10	14
Junior	18	22
Senior	27	32

Normal A.B ./ B.S. Science

	First Semester	Second Semester
First-Year Student	4	8
Sophomore	12	16
Junior	20	24
Senior	28	32

Minimum B.S. Engineering

	First Semester	Second Semester
First-Year Student	3	6
Sophomore	11	16

Junior	21	26
Senior	30	36

Normal B.S. Engineering

	First Semester	Second Semester
First-Year Student	4	8
Sophomore	13	18
Junior	23	28
Senior	32	36

Three courses are considered the minimum load for full-time standing.

Grades

Lafayette uses a five-letter plus / minus grading scale to evaluate and report a student's academic performance. The course letter grade of "A" indicates excellent, "B" indicates good, "C" indicates satisfactory, "D" indicates passing, and "F" indicates failure. Grades of C-, D+, D, and D-, though passing, fall below the minimum grade point average required for graduation. The following system of grade points and letter codes is used in computing grade point averages. All courses considered in determining the grade point average are listed in the student's permanent record. Starting with the class of 2001, a grade point average of at least 2.00 both overall and in the major is required for graduation.

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

INC	INCOMPLETE: course requirements not completed; no credit (temporary grade, given only in extenuating circumstances)
P	PASS: course credit received but no effect on average
WD	WITHDRAWAL: with permission of the Student Affairs Committee; no credit and no effect on average
AU	AUDIT: no credit and no effect on average
NG	NO GRADE (temporary)
NF	NO GRADE (permanent): used in cases of academic dishonesty; carries value of the grade of "F" (zero quality points) in computing semester and cumulative averages
CR	CREDIT: course credit received
CRX	CREDIT course credit may not be used toward minimum degree requirement
NC	NO CREDIT: no course credit received

Incompletes

According to faculty policy, an Incomplete is given only when the student has been unable to complete the work of the course for some reason outside the student's control and has been completing passing work in the course up to that point. When an Incomplete is given, the faculty member should indicate to the Dean of Advising or the Registrar the reason for the Incomplete and give an assessment of the student's work to date.

The student must make arrangements with the instructor as to the timing and manner by which the Incomplete is to be satisfied.

Normally, an Incomplete is to be made up by the end of the second week of the following semester. The instructor may specify a longer period of time after consultation with the Dean of Advising, but all work must be completed and a grade

assigned no later than the first day of classes of the second semester of attendance subsequent to the Incomplete. If the instructor specifies a period longer than two weeks, the reason for the longer period and the date established for the completion of the outstanding coursework must be stated in writing to the student with copies to the student's adviser, to the Dean of Advising, and to the Registrar.

Unless the coursework is completed and a grade assigned by the instructor by the end of the specified period, the Registrar will automatically replace the Incomplete with an F.

A student with more than two pending Incompletes will not be permitted to begin a new academic year.

Midterm Grades

Grades of "D" and "F" are normally reported to the Student Affairs Committee, the adviser, and student at midterm to identify and help students encountering academic difficulty. They are not recorded on the student transcript. Students receiving midterm grades should discuss approaches for improvement with their instructors, their advisers, or a dean in the Office of Advising & Co-Curricular Programs.

Academic Probation and Academic Warning

At the end of each fall and spring semester, the Student Affairs Committee will place students on Academic Probation who are either first-year students with a cumulative grade point average below a 1.80 or students at any other class levels with cumulative grade point average below a 2.00. The probationary period is in effect from the date of the action to the end of the subsequent fall or spring semester. Students not placed on Academic Probation but having earned a semester grade point average below a 2.00 are placed on Academic Warning -- an unofficial status that is structured to assist students in guarding against academic probationary status. The warning period is also in effect from the date of the action until the end of the following semester.

A student on Academic Probation may be required to withdraw unless during the next semester that student shows improvement sufficient to demonstrate clear promise of eventual graduation as noted below under Required Withdrawal for Academic Reasons.

First-year students on Academic Probation may not hold office in student or social organizations, represent Lafayette College in any official capacity, or participate in fraternity or sorority pledging.

Students receiving financial aid are strongly encouraged to contact the Office of Financial Aid for information about how grade point averages and earned credits totals may effect financial aid eligibility for state, federal, and/or Lafayette College aid. Details can be found at admissions.lafayette.edu/financial-aid/.

Required Withdrawal for Academic Reasons

At the end of each fall and spring semester, the Student Affairs Committee will require that students on Academic Probation withdraw for at least one semester if their grade point average during the semester on Academic Probation has not improved sufficiently to demonstrate clear promise of eventual graduation. The subsequent semester grade point average must be at or above a 1.80 for first-year students and a 2.00 for all other class levels.

A period of probation need not precede action requiring a student to withdraw, especially if the semester or cumulative grade point average is below a 1.00 or the student has been on Academic Probation previously.

Normally, a student who has been required to withdraw a second time is not eligible for reinstatement.

Reinstatement after a withdrawal period is not automatic; rather, it is dependent upon the student's demonstration of clear promise of eventual graduation. Reinstatement to the College may depend on space availability in the class.

Disciplinary Suspension

When an individual fails to abide by academic and/or social regulations, or acts in a manner which brings discredit upon the College, the student is subject to disciplinary action which may involve probation or suspension from the College.

Leave of Absence

A student in good standing may apply to the Office of Advising & Co-Curricular Programs for a leave of absence effective immediately or at the end of a semester.* Requests to return after a leave of absence should be directed to the Office of Advising & Co-Curricular Programs, who may require an interview prior to reinstatement. Reinstatement to the College may depend upon the space available in the class.

*Retroactive leave of absence or retroactive medical leave of absence are generally not allowable, and any related documentation to such requests must be clearly and directly related to the term in question.

Transferring or Resignation from the College

Students who wish to resign from the College or transfer to another college should arrange to do so through the Office of Advising & Co-Curricular Programs. (See College policy on refunds (p. 30).) Students who fail to report to the College and complete registration within two weeks after the beginning of any term will be considered as resigned and must request consideration for reinstatement from the Dean of Advising before returning to the College.

Transcripts

The Registrar's Office issues official transcripts through our secure online web page in Banner Self Service or via Parchment. The Registrar's Office also releases unofficial copies of academic transcripts to major advisers and college officers who are concerned with the student's academic standing. The transcript may be examined by the student at any time in the Registrar's Office.

Academic Honesty

By College policy, the Dean of Advising & Co-Curricular Programs and the Student Affairs Committee share responsibility for hearing cases of alleged academic dishonesty and for determining penalties when indicated. Individual faculty members are not empowered to take disciplinary action in the absence of due process as summarized in the Statement of Rights and Responsibilities of Students, which appears in the Student Handbook.

COURSE REGISTRATION

Course and hour schedules and other registration materials are issued by the Registrar's Office just prior to the registration periods. Students consult with their academic advisers to preregister for classes in November for the spring term and the on-campus Interim Session Program, and in April for the fall and summer terms. A student who fails to register within the scheduled periods will be subject to a late registration fee of $50 unless exception is granted by the Dean of Advising or the Registrar. Students who fail to register within the first two weeks of the semester will be regarded as resigned and must apply to the Dean of Advising if they wish to return.

In certain situations, such as outstanding financial obligations to the College or needing to comply with college and/or government requirements, registration for future semesters may be blocked. Students will be notified by email when a registration hold has been placed on the record.

Class Attendance

Class attendance is expected of all students because the lecture, the laboratory, and the discussion group are the formal basis of a college learning experience. Faculty members establish and maintain attendance requirements in their courses and must inform students and the Office of Advising & Co-Curricular Programs of those policies. Students are responsible for meeting class and examination schedules. Unwillingness to meet attendance obligations may result in a penalty, often failure in the course.

The following activities necessitating absence from class are normally considered excusable: College academic course activities such as field trips and scholarship activities, College varsity intercollegiate athletic competitions, health-related absences as verified by the College physician, family emergencies, and extraordinary situations as determined by the Office of the Dean of Advising. Students seeking Dean's excuses for planned absences are expected to provide professors with the dates and total number of proposed class absences as soon as possible and no later than the first day of classes in order for the faculty to determine whether or not the frequency of expected absences violates the pedagogical integrity of the class. In such cases, faculty may advise the student to withdraw from the class or be prepared to accept the academic penalty for such absences.

Students on academic probation may have no more than two unexcused absences from any course. Students on probation who do not meet their attendance obligation will be reported by faculty to the Office of Advising & Co-Curricular Programs. Any student with excessive or unexplained absences will also be reported to the Dean.

Please note that the College does not recognize airline schedules or other traveling plans as a legitimate reason for rescheduling final examinations. Please check the final exam schedule before making travel plans. This schedule is usually available by the fifth week of each semester, and students can obtain a copy from the Office of the Registrar.

Excessive Unexcused Absences

Class attendance is expected of all students because the formal basis of a college learning experience is the lecture, the laboratory, and the discussion group. Faculty members establish and maintain attendance requirements in their courses. Students are responsible for meeting class and examination schedules. Unwillingness to meet attendance obligations may result in a penalty, often failure in the course. If a student accumulates an excessive number of unexcused absences, as defined in the course syllabus, the instructor can request a formal review of this behavior by the Office of Advising & Co-Curricular Programs. Continued unexcused absences may result in failure or the student's mandatory withdrawal from the course.

Withdrawal from Courses

During the first two weeks of the fall or spring semester, or equivalent in winter-interim and summer sessions, a student is permitted to drop a course without a transcript notation and replace it with another course, if needed. From the end of the two-week period until the end of the eleventh week of the semester, or equivalent in winter-interim and summer sessions, a student may withdraw from a course with no effect on either semester or cumulative Grade Point Average, and with a "withdrawal" recorded on the transcript. Ordinarily, approval will be granted, provided that after the course withdrawal the student's schedule does not fall below three courses in any fall or spring semester.

If a petition to withdraw results in a student's enrollment falling below three course credits in any fall or spring semester, the student must provide the Student Affairs Committee with a compelling educational rationale to justify the waiver of standard policy. A student must continue to attend all classes until the petition has been reviewed by the Committee.

In all cases, petitions to withdraw should include an indication of the means by which any deficiency incurred will be made up. A student who does not withdraw by the published deadline may fail the course.

A student who experiences a documented, non-academic emergency/extenuating circumstance causing them to miss the published withdrawal deadline may petition to the Student Affairs Committee for a late withdrawal. Petitions, complete with supporting documentation, will be accepted for up to three months after the published the grade due date for the semester. Submission of the petition does not guarantee approval.

Students are not permitted to withdraw from courses taken as part of winter-interim or summer domestic or international off-campus studies programs. Please refer to program-specific dates/deadlines/policies provided by the Office of International and Off-Campus Education.

Repeating a Course

- A student may repeat any course in which a grade no higher than D+ was earned (in any attempt).
- The final (latest) letter grade earned will be used in the calculation of the cumulative GPA, and if applicable, in the major/minor GPA.
- All grades and all attempts remain on the student academic record, however, credit for the course may be counted only once.
- If a course that was originally passed is failed in the repeat, then the credit earned for that course will be lost and the F will be factored into the GPA.

- If a student withdraws (WD) from a repeated course, there is no adjustment made on the grade/credit of the original attempt.
- A grade that was originally earned in a course may not be changed by repeating the course under the pass-fail option.
- If a student wishes to have the latest grade for a repeated course counted in their GPA calculation, the student must repeat the identical course at Lafayette or an approved equivalent course through LVAIC cross-registration. For courses repeated elsewhere, the transfer grade will not replace the Lafayette grade.
- Students are responsible for determining any academic or financial implications for repeating courses.
- The new policy will be implemented beginning with courses repeated in Fall 2022. It is not retroactive and does not apply to any course repeated prior to Fall 2022.

Pass/Fail Option

A junior or senior in good standing whose cumulative average is 2.00 or higher may, in each semester, take one course on a pass or fail basis, but in no case may a student take more than four pass/fail courses to be counted toward degree requirements.

The course must be outside the major or minor field of concentration and outside related courses as defined by the major department, and the pass/fail option may not be used for courses that are to be used toward satisfaction of the requirements for the Common Course of Study. Courses which are considered introductory in any field or which are designed specifically as exploratory courses for non-majors may not be taken for pass/fail credit.

The pass/fail option may not be used for courses during the winter-interim session or for courses taken as part of domestic and international off-campus studies programs.

Students must obtain permission from the Student Affairs Committee in order to take a course for pass/fail credit. The petition may be submitted to the committee anytime between when the student registers for the course and the end of the second week of classes (or equivalent in summer sessions). Petitions for switching to pass/fail grading after the second week of classes (or equivalent in summer sessions) will not be approved. Students must meet all the regularly stated prerequisites for admission to the course and all the course requirements, such as attendance, assigned work, and examinations.

When the petition is submitted, the student may indicate the minimum grade that they would accept in lieu of a P on the transcript. The instructor, who has not been informed which members of the class are under the option, will assign a regular letter grade at the conclusion of the course. If the grade received is at or above the minimum, it will be noted on the transcript and included in the calculation of the student's term/cumulative average. If the grade awarded is below the minimum acceptable grade, it will be awarded as a "P" and it will not be included in the calculation of the student's term/cumulative average. However, a failing grade (regardless of the student's choice of a "P" or a grade) received under this plan will be included in the student's term/cumulative average.

If a student drops a course with the pass/fail option after the term has begun, the option may not be used for another course during that term.

Students should be aware that many graduate and professional schools react unfavorably to pass/fail grades.

Course Overloads

Students may petition the Student Affairs Committee for permission to enroll for courses above the normal requirement for the degree program. Class standing and academic achievement are considered during the committee's review. Generally students with a cumulative GPA below 3.20 (3.50 for First Year Students) are not permitted to overload.

Auditing Courses

A student may petition the Student Affairs Committee for permission to register as an auditor no later than the end of the two-week drop/add deadline (or equivalent in summer sessions). The audit option may not be used for courses during the winter-interim session or for courses taken as part of domestic and international off-campus studies programs.

Requests must include the approval of the instructor and the academic advisor or the head of the department in which the course is offered.

Normally, a student who is auditing a course may not change status so that credit is awarded. In those instances where conversion seems justified, it may occur only upon approval of the Student Affairs Committee prior to midterm.

Auditing privileges are limited to listening and observing in the classroom. Auditors do not take exams nor complete other written assignments, nor may they expect the instructor to comment on or evaluate such work. No credit will be granted, but upon recommendation of the instructor, the fact that the individual has audited the course will be noted on the permanent record if the student has met attendance regulations and other requirements set by the instructor. Courses which require a high degree of participation (e.g., laboratory courses, studio art courses, and foreign languages emphasizing conversation) may not be audited.

A regularly enrolled full-time student may audit one and, under unusual circumstances, two courses per semester by petition to the Student Affairs Committee and with the approval of the academic adviser and the instructor in the course or the head of the department in which the course is offered.

Degree-seeking students are not charged for auditing privileges in any semester in which they are enrolled full time.

Cross-Registration

A full-time upperclass student may register at any of the Lehigh Valley Association of Independent Colleges (LVAIC) member institutions (Cedar Crest College, DeSales University, Lehigh University, Moravian University, and Muhlenberg College) for courses suitable to Lafayette degree programs. Courses must be ones which cannot be scheduled at Lafayette, are limited to no more than two per semester, and may not produce an overload. Students may not cross-register for January term courses. A student must have the written approval of his/her adviser, the Lafayette Registrar, and appropriate persons at the host institution.

Questions concerning the suitability of particular courses to Lafayette degree programs should be referred to the Registrar. Grades earned under the cross-registration

program will be used in computing semester and cumulative averages. It is the student's responsibility to arrange transportation to any cross-registered courses.

Summer Courses

A student wishing to take summer courses at another institution, whether for enrichment or to make up deficiencies, must petition the Student Affairs Committee in advance for approval. Course credits are transferrable only if the student earns a grade of "C" or better as certified on an official transcript. Grades earned elsewhere are not recorded on the permanent record; transfer grades affect the cumulative average only in courses taken at other LVAIC institutions. Students with junior or senior status are not normally permitted to transfer courses from two-year institutions.

Evaluation of Faculty and Courses

Student evaluations at Lafayette College provide information to (1) instructors and department heads for use in faculty and course development; (2) the Provost for use by the faculty committee on Promotion, Tenure, and Review as one of several considerations in recommendations concerning appointments, promotions, and tenure; and (3) students for use in course selection.

Near the end of each semester, instructors set aside a portion of class time for this purpose. The standard evaluation consists of a questionnaire and a comment sheet. Within a few weeks of the evaluation, computer results and written comments are sent to instructors and to the Provost. Numerical results are available online to students.

ADVISING

Academic Advising

Students pursuing a B.S. program are assigned to advisers in the department or area of their interest by the Dean of Advising. First-year and sophomore candidates for the A.B. degree are assigned to advisers whose scope of interests suggests that they can be helpful in encouraging the students to develop programs which will provide the breadth of study generally associated with the A.B. degree and to leave them in a position by the end of their sophomore year to have a reasonable basis upon which to choose majors. Juniors and seniors are assigned advisers in their major departments by the major department head.

Students are responsible for determining that they have satisfied all requirements for graduation. To participate in the commencement ceremony, students must have completed all degree requirements.

Fellowships, Scholarships, and Postgraduate Studies

The undergraduate education provided by Lafayette opens the door to many opportunities including prestigious scholarships and fellowships for undergraduate or postgraduate study/ research as well as attendance at a top tier graduate or professional school. The Office of Advising & Co-Curricular Programs assists students and recent graduates in fulfilling their intellectual and professional goals by promoting awareness of external scholarship/fellowship and preprofessional opportunities while providing the advice and support necessary to compete successfully. Included among the scholarships/fellowships are postgraduate programs, regardless of academic discipline, for international destinations such as the Marshall, Rhodes, and Gates Cambridge scholarships to the United Kingdom, the Mitchell to Ireland (Northern or Republic of), DAAD-sponsored programs for study in Germany, and Fulbright and related grants to more than 140 countries worldwide. Scholarship/fellowship programs for undergraduate and/or postgraduate study in the United States include the Goldwater, Truman, and National Science Foundation, among others. Students of all disciplines who are interested in external scholarships and fellowships should contact the Office of Advising & Co-Curricular Programs.

Health Professions

Any of the majors in the Bachelor of Arts and Bachelor of Science curriculums provide the necessary background for entrance into the health professions, including schools of medicine, dentistry, osteopathy, and veterinary medicine. Health professions students should follow their own intellectual and academic interests provided that the program of study includes one year of biology with labs, physics with labs, and writing intensive coursework, as well as two years of chemistry with labs. Some health profession schools require or recommend one year of college mathematics, including a semester or full year of calculus and/or statistics, and recommend courses in biology and chemistry. No course should be taken on a pass-fail basis. It is advisable, but not necessary, that students planning healthcare careers take more than the minimum number of science courses, which can be arranged regardless of major.

Health professions students work with the Office of Advising & Co-Curricular Programs, Career Services, and the Health Professions Advisory Committee in preparation for admission to a health professions school. First-year and sophomore students should register to meet with a Gateway adviser in Career Services. The Office of Advising & Co-Curricular Programs is available to assist students in areas related to health professions school admissions, preparation for the MCAT, GRE, and DAT, and selection of a school. The Health Professions Program sponsors a number of related activities as well as informational meetings to assist students. Any student interested in health professions should contact the Office of Advising & Co-Curricular Programs, as well as consult catalogs from the schools in which they are interested. Reference materials are available in the Office of Advising & Co-Curricular Programs, Career Services, and the reference section in Skillman Library.

Legal Professions

While no particular courses are required for admission to law school, legal professions students need to develop strong reading and writing skills, as well as the ability to think logically, analyze critically, and express oral and written ideas clearly. These skills are not obtained exclusively in any field of study. Many majors accentuate these skills, but for those that do not, elective courses should be selected with these qualities in mind. A strong academic record is required for admission to law school.

The Legal Professions Program sponsors a number of related activities as well as informational meetings to assist students. Students have the opportunity to participate in debate competitions as part of the Forensics Society and play roles on the College's Mock Trial Team. Any student interested in legal professions should contact the Gateway Career Center. First-year and sophomore students should meet with a

Gateway adviser in Career Services. Members of the Legal Professions Advisory Committee are also available for consultation. The Office of Advising & Co-Curricular Programs is available to assist students in areas related to law school admissions including preparation for the LSAT and selecting a school.

Academic Services

Academic Resource Hub

The Academic Resource Hub, part of the Office of the Advising & Co-Curricular Programs, provides academic support services to enhance student success. Peer tutoring, academic counseling, accessibility services, academic support for student athletes and supplemental instruction are among the programs provided by the Hub and are available to all students.

Peer Tutoring Program

The Academic Resource Hub is committed to providing high quality peer tutoring services to our students. Our peer program follows the College Reading and Learning Association's International Tutor Training Program Certification guidelines and standards for tutor development. Peer Tutors can obtain Peer Tutor Level 1 Certification through the Academic Resource Hub. Peer tutoring is available in a wide variety of courses and students may request a tutor using the recently-adopted application *StudyTree*, which connects students to Peer Tutors as well as other resources.

Academic Counseling

Our coordinators are available to meet individually with students or conduct small-group workshops. Students can be assisted in any of the following areas: study habits, note taking, reading strategies, test preparation, test taking, time management, etc.

Academic Support for Student Athletes

Lafayette offers a range of services to student-athletes who face the dual challenge of performing well in the classroom while maintaining a commitment to varsity athletics. First-year student-athletes are assigned a peer mentor to help with the transition to Lafayette. In addition, academic enhancement workshops, structured study sessions, and access to specific educational technologies are all part of the program to assist students in meeting their academic obligations. A full-time Student-Athlete Academic Support Coordinator monitors student-athlete academic progress and coordinates with both faculty and coaches to provide specific resources to enhance success of struggling student-athletes.

Supplemental Instruction

Supplemental Instruction (SI) is an internationally known academic support program designed to aid students enrolled in historically difficult courses. These courses frequently are introductory or "gatekeeper courses" such as general chemistry, general biology, economics and calculus. SI sessions are student-facilitated, regularly scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, solve practice problems, and predict test items. Students learn how to integrate course content and study skills while working together. Students serving in the role of Supplemental Instruction Leader have the opportunity to work closely with the faculty of the supported course and the Hub staff, developing leadership and group facilitation skills.

Peer Advising

The Peer Advising Program is supported by the Office of Advising & Co-Curricular Programs and is dedicated to assisting students throughout their important first year of college by establishing one-on-one peer-mentoring relationships between first year and 'PARDners' who are upperclass students and have been selected for this important role on the basis of their ability to assist new students navigate their first year at Lafayette College.

Accessibility Services

Lafayette College is committed to ensuring reasonable accommodations to students who are substantially limited by a documented disability. Lafayette students with physical, psychological, and/or learning disabilities have met the same competitive requirements for admission as all other Lafayette students. Once admitted, students may request support services in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA). All accommodations requests should be forwarded to the Academic Resource Hub.

Due to the confidential nature of disability issues, each semester students must provide a request for accommodation letters that inform faculty members of a student's eligibility for accommodations and provide an overview of approved accommodations. Students in need of disability accommodations should make an appointment to discuss the accommodations with their professors during the first two weeks of classes. Students requesting accommodations for the first time should allow 10 business days for review of documentation and supporting material. Students wishing to take an exam or other evaluation with verified accommodations should provide 7 days' notice of their intent to utilize their accommodation. Notice is required for each evaluation in which the student wishes to utilize their accommodation.

Part-Time Studies

Lafayette College offers a part-time study program which is designed for individuals who wish to take advantage of the academic programs and courses offered by the College. Information on admission, registration, and academic advising for part-time students is provided by the Office of Admissions, (610) 330-5100.

Degree Programs

All degree programs are available to part-time students through the day program.

Degree Candidacy

Part-time students intending to pursue a degree program who have no prior college experience must have completed high school at least two years previously and must meet the minimum requirements for admission established for all students in the chosen program.

The College welcomes applications from students who wish to transfer from two-year and four-year institutions. A student who transfers from a regionally accredited institution

will be granted credit toward a Lafayette degree for courses that are consistent with the goals of his or her academic program at Lafayette and in which a grade of at least "C" (or equivalent) has been earned. Engineering courses must be from an engineering program that is accredited by the Accreditation Board for Engineering and Technology.

Students who have earned credits from other colleges and universities must submit official transcripts and catalogs containing course descriptions from these institutions as part of the admissions procedure. Applicants who have successfully completed courses at these colleges will receive an evaluation of transfer credit. An official copy of the student's high school record or a G.E.D. (General Equivalency Diploma) is also required for all applicants. Transfer students are normally not admitted with advanced standing beyond the sophomore level. They are required to complete at least half of their degree requirements at Lafayette.

Non-matriculating Students

Non-matriculating students with special interests in particular subject areas who wish to take courses may be admitted on a semester-to-semester basis as Special Students. Evidence of course prerequisites may be required. Courses may be taken for credit or audited. The audit fee for part-time and special students is the prevailing part-time audit rate. All audits must have the approval of the instructor of the course. Courses that require a high degree of participation (e.g., laboratory courses, studio art courses, and foreign languages emphasizing conversation) normally may not be audited.

Academic Policies

Part-time students are limited to no more than two courses per semester and are charged at the prevailing part-time rate. When a part-time student reaches senior standing, however, the student may take an additional course in two of his or her last four semesters at Lafayette. The student will continue to be billed at the part-time rate. Such exceptions must be approved by the Dean of the Advising & Co-Curricular Programs or the Registrar.

The Office of Admissions coordinates academic advising for all degree students through the appropriate department in the student's major area. These advisers are assigned when the student is accepted into a degree program. Students who have not been officially accepted into a major and special students who are not seeking entrance into a degree program are advised by the Registrar.

All part-time students are expected to follow the College's policy on Statute of Limitations for Students listed under "Graduation Requirements." It is the obligation of the student to become aware of the College's policies regarding the rights and responsibilities of students.

A part-time degree candidate wishing to enroll as a full-time student must petition the Student Affairs Committee to change to full-time status. Admission on a full-time basis is restricted to those with exemplary academic records and a minimum of five courses taken at Lafayette.

Lafayette is a member of the Lehigh Valley Association of Independent Colleges (LVAIC), which also includes Cedar Crest College, DeSales University, Lehigh University, Moravian University, and Muhlenberg College. LVAIC has extended to part-time degree candidates who have achieved sophomore standing the opportunity to cross-register for part-time day and evening courses. Both grades and credits earned at one of the cooperating colleges under this policy will transfer automatically to the student's home institution. Cross-registration provides the opportunity to take courses not available at the home institution and thus eases the scheduling difficulties sometimes experienced by working adults. A part-time student may enroll in a maximum of two courses through cross-registration for each year of equivalent full-time study. Fees are charged according to the policy of the host institution.

HONORS

Lafayette College encourages and recognizes superior academic work.

Students who achieve a semester average of at least 3.60 in a term during which they have completed 3 or more letter-graded course credits (with no pending Incompletes) are named to the Dean's List.

Those who graduate with high cumulative averages based upon four years' work are awarded their degrees summa cum laude (a cumulative average of 3.85 or higher), magna cum laude (3.75), or cum laude (3.65).

Departmental Honors

Departmental honors and honors in interdisciplinary major programs are awarded for outstanding performance in writing a senior thesis or in conducting senior research. Departments that have honors programs offer a sequence of two courses titled "Thesis" or "Honors Thesis."

Students who hope to become candidates for departmental honors must register for the courses in Thesis during the senior year. Discussions about pursuing honors should be held with faculty well in advance of the senior year. Work in these courses will be supervised by a faculty member and will be graded in the usual way.

Candidates for honors must normally have and maintain cumulative grade point averages of 3.00 overall and averages of 3.20 in the honors department(s) and must fulfill such other requirements as may be established by the department with the approval of the Student Affairs Committee. If a faculty member believes a student to be capable of pursuing honors designation but the student's GPA falls below the college or departmental required minimum GPA, he/she may submit two letters of recommendation supporting the project to be approved by the Student Affairs Committee by April 1st of the student's junior year. One of those letters must be from the proposed thesis adviser and the other from the Department Head/Program Chair. Smaller programs may ask their advisory committee members to write a letter on the student's behalf.

Students who wish to do honors work in departments other than the major department must separately petition the Committee for permission to do so. Such students must have taken at least six courses, exclusive of Thesis, in the honors department, four of which must be at or above the sophomore (200) level.

The transcripts of students who receive honors bear the legend Honors in (department or program name) with Thesis.

Honorary Societies

Phi Beta Kappa:

Outstanding students from all curricula are eligible for election to Phi Beta Kappa in either the junior or senior year. Membership criteria are established by the local chapter, not by the College. In addition to meeting the requirements of their degree programs, students should demonstrate breadth in their coursework and a commitment to liberal learning. More specifically, the chapter takes into account grade point average, advanced level courses outside the student's major, and the study of mathematics and foreign language. Admission to Phi Beta Kappa is always at the discretion of the chapter, and membership is gained only by election.

Sigma Xi:

The Society of Sigma Xi is an international honorary organization dedicated to the encouragement of pure and applied scientific research. The society annually elects to associate membership selected students who have demonstrated marked aptitude for scientific research; election is usually based on written work. In addition, faculty members who have demonstrated noteworthy achievement in research may be elected to full membership.

Tau Beta Pi:

Outstanding candidates for engineering degrees are elected to membership in Tau Beta Pi, the national honorary engineering fraternity, during their junior or senior years.

Alpha Sigma Lambda:

This national honor society was founded in 1946 to recognize part-time students who accomplish academic excellence while facing the competing interests of family, community, and work. The Lafayette branch is the Iota chapter. To be eligible, students must be working for their first bachelor's degree, be current degree candidates in the Part-Time Studies Program at Lafayette, and demonstrate superior scholarship. Students must have completed a minimum of eight courses at Lafayette, including at least four courses outside the major field and four courses in liberal arts and sciences.

Other Societies:

Twelve honorary societies recognize personal achievement in specific fields: Delta Phi Alpha in German; Dobro Slovo in Russian; Eta Kappa Nu in electrical engineering; Omicron Delta Epsilon in economics, Phi Alpha Theta in history; Phi Lambda Upsilon in chemistry, biochemistry, and chemical engineering; Pi Delta Phi in French; Pi Mu Epsilon in mathematics; Pi Sigma Alpha in political science; Psi Chi in psychology; Sigma Delta Pi in Spanish, Sigma Iota Rho in international affairs, Sigma Pi Sigma in physics, Upsilon Pi Epsilon in computer science and Alpha Psi Omega in theater.

Prizes and Awards

The generosity of individuals, organizations, and graduating classes has made possible the following prizes awarded at Lafayette:

George Wharton Pepper Prize:

Awarded to the senior who, by vote of the faculty and students, most nearly represents the Lafayette ideal.

Africana Studies Scholastic Award:

Awarded to a student selected by Africana studies program faculty who has demonstrated academic excellence and potential for future leadership in American society.

Charles L. Albert '08 Trophy:

Given to the senior student who is judged to be the outstanding athlete of the year; name inscribed on plaque in athletic department.

John H. Allen Prize:

Awarded to the author of the best essay in public finance, as judged by a committee of the department of economics.

American Chemical Society Division of Polymer Chemistry Award:

Presented to the sophomore or junior chemistry major with the most outstanding performance in the first two semesters of organic chemistry.

American Chemical Society Prize:

Given to the outstanding senior chemistry major for achievement in chemistry.

American Chemical Society Undergraduate Award in Analytical Chemistry:

Presented to the junior chemistry major with the greatest achievement in the study of analytical chemistry.

American Defense Preparedness Association Award:

Presented annually to a senior cadet from each ROTC department who has consistently maintained a high level of academic achievement while participating in campus activities.

American Friends of Lafayette Essay Contest:

Awarded annually for the essay on the Marquis de Lafayette that best epitomizes those qualities that earned him the title of “Hero of Two Worlds” as a soldier-statesman and humanitarian.

American Institute of Chemical Engineers Donald F. Othmer Award:

Given to a junior or senior student majoring in chemical engineering who has attained the highest grade point average for two years.

American Institute of Chemists Award:

Presented by the Philadelphia Chapter of the Pennsylvania Institute of Chemists to a senior chemistry major in recognition of a demonstrated record of leadership, character, and scholastic achievement.

American Legion General Military Excellence Award:

Presented to a cadet in the top 25 percent of his or her class in academic and ROTC subjects who has demonstrated outstanding qualities in military leadership, discipline, character, and citizenship.

American Legion Scholastic Excellence Award:

Presented to a cadet in the top 10 percent of his or her academic class and the top 25 percent of the ROTC class who has demonstrated qualities of leadership and actively participated in campus student activities.

American Veterans of World War II, Korea, and Vietnam Award:

Presented to cadets who have displayed a high level of diligence and discharge of duty and the willingness to serve both God and country.

Karl J. Ammerman Prize:

Awarded annually to the most deserving student in the mechanical engineering department, as selected by the faculty of the department.

Carl G., Jr. '67 and Deborah B. Anderson P'01 Mechanical Engineering Prize:

Awarded to a mechanical engineering major on the strength of high academic achievement and promise for excellence in his or her career.

AROTC General Dynamics Award:

Presented to the Military Science IV Cadet who has demonstrated both outstanding scholastic achievement and superb leadership ability, and who shows great potential for a distinguished military career.

Armed Forces Communication and Electronics Association Award:

Presented annually to a cadet in each ROTC unit who demonstrates excellence in leadership and academics.

Association of the United States Army Military History Award:

Presented to a cadet who has demonstrated a strong interest in and acumen regarding the study of military history. The award is a joint project of the A.U.S.A. and the U.S. Army Center for Military History.

David Fowler Atkins Jr. Prize:

Presented to the student who, in work during the junior or senior year in the department of religious studies, gives promise of future usefulness in service to religious communities.

Frank Kline Baker Spanish and Latin American Civilization Award:

Awarded to the student who attains the greatest proficiency in the study of Spanish and Latin American Civilization.

Benjamin F. Barge Mathematical Prize:

Awarded annually to first-year student(s) or sophomores in recognition of excellence in mathematics.

Benjamin F. Barge Oratorical Prize:

Presented to a member of the senior class who writes and pronounces in public competition an English oration in the best manner.

Carroll Phillips Bassett Prize:

Awarded annually to senior students deemed most outstanding by the department of civil and environmental engineering.

Carroll Phillips Bassett Prize for Juniors:

Awarded annually for outstanding work up to and including the junior year.

Paul Bernon Memorial Prize in Sociology:

Awarded each year by the faculty in the department of anthropology and sociology to the graduating senior most outstanding in sociology.

Charles L. Best Memorial Prize in A.B. Engineering:

Awarded annually to senior students who best exemplify the ideals behind the Bachelor of Arts in Engineering degree and who have demonstrated leadership in the Bachelor of Arts in Engineering program.

Bethlehem Honorary First Defenders Award:

Recognizes those cadets who are designated as distinguished military graduates.

H. MacKnight Black Poetry and Literature Prize:

Awarded annually to the student who submits the best poem or group of poems in a contest conducted by the English department.

Sanfurd G. Bluestein '42 Award:

Presented annually to a junior planning a career in medicine who, in the opinion of the Health Professions Advisory Committee, has distinguished himself or herself academically and contributed to various aspects of college life, especially through participation in athletics, student government, or music and arts programs.

Russell C. Brinker Prize in Civil Engineering:

Awarded to a junior in the civil and environmental engineering department who, in the opinion of that department's faculty, is most deserving on the basis of self-reliance, scholarship, and student activities.

James F. Bryant '40 Excellence Award:

Awarded to a junior who meets standards of excellence, as did James F. Bryant, by demonstrating high academic achievement, lettering in at least one varsity sport, and showing noticeable and noteworthy evidence of community service.

George H. Catlin Prize:

Awarded to the senior with the highest average in the study of the classics.

Eugene P. Chase Government Prize:

Awarded annually to the student who, in the judgment of the department of government and law, has submitted the best written exposition in the field of political science during the academic year.

Chemical Rubber Company Freshman Achievement Award:

Presented to the outstanding first-year student in general chemistry.

Class of 1883 Prize:

Awarded to a senior who, in the opinion of the department of English faculty, has demonstrated excellence in English.

Class of 1910 Prize:

Awarded annually by the department of history to the senior who has excelled in the study of history or in an allied field of the humanities and who, in the determination of the department, manifests the greatest promise for responsible civic leadership and public service.

Class of 1913 Trophy:

Presented to the senior who has attained the greatest distinction as an athlete and a scholar.

Murray G. Clay '30 Award:

Presented to a sophomore or junior who has an outstanding academic record in engineering or science.

Burton H. Cohen Memorial Prize:

Awarded annually to a senior psychology major who, in the opinion of the selection committee, has demonstrated the inclination, intellectual curiosity, determination, and potential to become a dedicated, creative, and selfless teacher.

Lyman Coleman Prize:

Awarded annually to the senior who has demonstrated broad interest and superior performance in the department of religious studies.

College President's Award:

Awarded annually to the outstanding cadets from each class in terms of overall achievement, measured by scholastic excellence, leadership, military performance, and extracurricular involvement.

Community-Based Learning and Research Prize:

This award is given annually by the Center for Community Engagement to a senior who has made significant contributions to the community through course projects, an honors thesis, EXCEL scholar work, or some other form of academic community engagement.

Lawrence J. Conover '24 Electrical Engineering Prize:

Presented each year to a senior in electrical engineering upon recommendation of the electrical and computer engineering department.

Jean Corrie Poetry Prize:

Awarded annually to first-, second-, and third-year students who submit the best poetry in a contest conducted by the Academy of American Poets.

Professor James P. Crawford Prize in Mathematics:

Awarded to a student who has made a special contribution to the mathematics community at Lafayette by participating in and providing leadership for the cocurricular activities of the department.

Daughters of the American Revolution Award:

Presented to the senior cadet who has displayed outstanding qualities of leadership and patriotism.

Daughters of Founders and Patriots of America:

Presented annually to basic course cadets who have excelled in the ROTC program.

Frederick Knecht Detwiller Prize:

Awarded to a senior art major for distinguished work in art and art history.

Distinguished Military Graduate:

Awarded to the top 20 percent of the Military Science IV cadets who have demonstrated outstanding leadership, attained superior academic standing, and contributed to the advancement of ROTC.

Francis Shunk Downs Award:

Awarded to the senior who, in the judgment of the department of religious studies and the chaplain's office, has shown the best all-around growth and development in academic and extracurricular activities while exercising outstanding leadership and influence upon the campus.

James L. Dyson Geology Award:

The James L. Dyson Award, an award of distinction, is given to a junior who by academic achievements and character, exemplifies the ideals by which James L. Dyson lived and worked.

J. J. Ebers Memorial Award:

Given to a student selected by the department of electrical and computing engineering, based on high academic achievement and noteworthy professional interest in the field of electrical engineering.

Economics Award for Scholastic Excellence:

Awarded to a student for outstanding academic performance in economics and for leadership in departmental activities.

Charles Duncan Fraser Prize:

Awarded to seniors who, in the judgment of the department of chemical engineering, are best qualified for advanced work in materials science and engineering.

Germanoski Award

Given to a student majoring in Geology or Environmental Science who achieves high academic standing through hard work and diligence and who demonstrates a particular interest in environmental systems, earth surface processes, or hydrogeology.

Gilbert Prize:

Awarded annually to students who, in the judgment of the department of English, have demonstrated superiority in English.

Ralph Scott Grover Music Scholar Award:

Presented to a student who has achieved distinction in music scholarship.

Harold A. Hageman '39 Award:

Awarded each year to the outstanding pitcher on the baseball team.

William Forris Hart '27 Chemistry Prize:

Presented to a junior or senior chemistry major for proficiency in organic chemistry and potential for further achievement in chemistry.

Jeffrey B. Havens Memorial Prize:

Awarded to an engineering major to provide a nontraditional summer learning experience.

Guy and Joyce Hovis Award

Given to a student majoring in geology and environmental geosciences who, by dedicated effort in a rigorous academic program, has achieved distinction in science and math throughout his/her academic career, or who has come to achieve such distinction through steady improvement.

Robert F. Hunsicker Educational Prize:

Awarded to a student who has done meritorious work in the area of small-business studies.

Willis Roberts Hunt Biology Prize:

Awarded annually to the senior biology student(s) felt by the members of the department to be most deserving.

Institute of Internal Auditors Award for Excellence in Accounting-Related Studies:

Given to a student for excellence in accounting and business subjects.

Institute of Management Accountants Award:

Given to a student for excellence in accounting.

Instrument Society of America, Charles F. Homewood Scholarship:

Awarded to an outstanding senior engineering student who has demonstrated interest and aptitude in the field of instrumentation and control systems.

Henry Richard Jahn Trophy:

Awarded annually to a member of the track team who, by vote of the track team and approval of the track coach, is determined to have contributed most to the track team by virtue of leadership and ability.

Hugh H. Jones Most Valuable Player Award:

Presented to the most valuable player in football.

Clinton Kline Prize:

Awarded to the senior who has demonstrated excellence in acting, directing, or technical theater.

Paul E. Koch '28 Trophy:

Presented to the member of the Lafayette baseball team who, in the opinion of the baseball coach and director of athletics, is considered to be the most valuable member of the team.

Joseph Watt Kuebler Jr. Memorial Prize:

Presented to the senior(s) in any major who has the highest scholastic average and will be entering a medical or other health professions school (veterinary, optometry, or dental school).

Lafayette Alumni of the Lehigh Valley Performing Arts Award:

Awarded annually to a senior residing in the greater Lehigh Valley who has made a significant contribution to Lafayette's performing arts program while demonstrating strong academic achievement.

Lafayette Alumni of the Lehigh Valley Scholarship Award:

Awarded annually to a senior residing in the greater Lehigh Valley who demonstrates outstanding academic achievement.

Lehigh Valley Battalion Commanders Award:

Presented annually to outstanding cadets in each class by Army ROTC Cadre for demonstrated acumen for leadership and an aptitude for military service as an officer.

Lehigh Valley Chapter of the American Society for Metals Prize:

Awarded to an outstanding senior in materials engineering.

Lehigh Valley Section of the American Chemical Society Award:

Given by the Lehigh Valley Section of the American Chemical Society to the outstanding senior chemical engineering major for achievement in chemistry.

Lehigh Valley Section of the American Institute of Chemical Engineers Award:

Presented to a senior in chemical engineering who has compiled an impressive academic record and who has demonstrated outstanding accomplishments in one or more extracurricular activities.

Lehigh Valley Section of the American Society of Civil Engineers Outstanding Senior Award:

Awarded to a senior engineering student who exhibits outstanding scholastic ability as well as involvement in extracurricular activities.

Lehigh Valley Section of the American Society of Materials Award:

Awarded annually to the student who has attained the most impressive record in the introductory materials course.

Leopard Medal:

Awarded to a first-year cadet who contributes the most to the advancement of Army ROTC at Lafayette College, and is academically in the top 10 percent of the ROTC class and the

top 25 percent of his or her academic class; made possible through the generous contributions of Harry M. Jones '66, Lieutenant Colonel, U.S. Army Retired.

Francis A. March Fellowship:

Given to a senior who has distinguished himself or herself in English studies and who has been admitted to a graduate school approved by the department of English.

Maroon Club Student Award:

Presented to a senior male and a senior female athlete based equally upon academic achievement, athletic accomplishments, and campus/community service.

General George C. Marshall Award:

Awarded by the George C. Marshall Foundation in recognition of attainment as the outstanding student in military studies and leadership in the tradition of this country's citizen soldier as exemplified by the career of Gen. George C. Marshall.

J. H. Tarbell Award:

Awarded to a student who demonstrates an understanding of financial operations and institutions.

Dr. E. L. McMillen-K. K. Malhotra '49 Prize:

Awarded to a junior(s) who has attained a high cumulative average in chemical engineering and who has demonstrated a high level of proficiency in the Unit Operations Laboratory.

Mechanical Engineering Design Award:

Awarded to a senior mechanical engineering student for an outstanding senior capstone design project.

Mechanical Engineering Faculty Award:

Awarded by the mechanical engineering faculty to an outstanding mechanical engineering senior who has demonstrated superior knowledge of the discipline and shows promise in the practice of the profession.

Merck Index Award:

Given to a senior for superior academic work in chemistry and promise of future excellence.

Ted and Georgia Metropolis Award

Given to a junior or senior Geology major who has exhibited high academic achievement and demonstrated enthusiasm for geology and environmental geoscience both in class and outside the classroom, and through service.

Military Order of the Purple Heart Award:

Presented annually to cadets for military and scholastic excellence by the Lehigh Valley Chapter of the Military Order of the Purple Heart.

Military Order of the World Wars Leadership Award:

Presented by the Philadelphia chapter ot the cadet who best exemplifies the spirit of ROTC leadership.

Military Order of the World Wars Ribbon:

Presented annually to outstanding cadets who have shown the most improvement in military and scholastic studies during the school year.

Military Science Cadre Award:

Presented annually to a senior army cadet from each campus who has exhibited outstanding qualities of leadership and an aptitude for military service as recognized by his/her instructors and who serves as an example of the kind of officer the cadre endeavors to produce.

Wesley S. Mitman Prize:

Awarded to the senior most outstanding in mathematics.

Moles Student Award:

Given to a student in engineering whose academic achievement and enthusiastic application shows outstanding promise of personal development leading to a career in construction engineering and management.

Arthur Montgomery Geology Award:

Awarded annually to a student of high academic achievement with a special interest in mineralogy and petrology in honor of Arthur Montgomery, professor of geology from 1951-75.

National Guard of Pennsylvania Award:

Presented to a graduating cadet who is entering or is a member of the Pennsylvania National Guard for outstanding attitude and motivation, academic achievement, leadership, and overall ROTC achievement.

National Sojourners Award:

Awarded to a sophomore or junior Military Science cadet who encourages American ideals by deed or conduct, demonstrates outstanding leadership, and achieves academic excellence.

Donald U. Noblett Prize in Chemical Engineering:

Given to a chemical engineering major based on high academic achievement, with outstanding promise of future excellence in his or her career.

Vivian B. Noblett Prize in Studio Art:

Awarded to an art major with preference given to a student with an interest in studio art who has demonstrated proficiency in painting and drawing and who shows potential for future achievements.

Minerva and Emil V. Novak Prize in Government and Law:

Presented annually to a student majoring in the department of government and law, based on overall excellence in academic work and citizenship in the campus community.

Louise M. Olsted Prize in Ethics:

Awarded to a student who, in the judgment of the members of the department of philosophy, has done outstanding work in theoretical ethics, applied ethics, or a related field.

Pennsylvania Institute of Certified Public Accountants Award:

Given to a graduating senior for excellence in accounting and for participation in college and community affairs.

James Alexander Petrie Prize in French:

Awarded annually to a student demonstrating a high degree of proficiency in French.

Reverend J. W. and R. S. Porter Bible Prize:

Awarded annually to students judged by the department of religious studies to have demonstrated high proficiency in the study of religion, based upon work done in their first and second years.

David A. Portlock Memorial Prize:

Awarded annually to an outstanding student receiving Lafayette grant aid who will benefit most from studying abroad.

William C. Rappolt ’67 and Walter Oechsle ’57 Neuroscience Prize:

Awarded to an outstanding senior based on scholarship in the classroom and laboratory and service to the major, College, or community.

John D. Raymond Music Award:

Awarded annually by the department of music to a deserving music student.

Reserve Officers Association Award:

Presented to the Military Science II, III, and IV cadets who have displayed exceptional leadership and academic performance.

Retired Officers Association Award:

Presented to the Military Science II, III, IV cadets who have displayed exceptional leadership and academic performance.

Rexroth Prize in German:

Awarded to a student for meritorious achievement in German.

Herbert W. Rogers Psychology Prize:

Awarded annually to the outstanding senior psychology major(s) judged by the department to be the most deserving.

James P. Schwar Prize:

Awarded annually in honor of James P. Schwar, professor of computer science from 1962-2000, to a deserving computer science student.

Dr. and Mrs. David Schwimmer '35 Prize in Honor of Theodore A. Distler:

Awarded annually to the pre-medical student who, in the opinion of the Health Professions Advisory Committee, best represents the humanitarian, cultural, and scientific qualities required of the true physician.

David Bishop Skillman 1913 Library Prize:

Awarded to a graduating senior library assistant who by his/her exemplary performance, skill and dedication has enhanced the library's educational role.

Finley W. and Ethelwyne H. Smith Electronic Engineering Prize:

Awarded annually to the electrical and computer engineering senior who has earned, at the end of the junior year, the highest cumulative average attained by any senior who is working for departmental honors with a project in the electronics or communications field.

Society of American Military Engineers NYC Post Scholarship:

Awarded to engineering students enrolled in Military Science to continue their educational studies.

Society for Applied Spectroscopy Prize:

Awarded to a senior in the department of chemistry.

Society of the War of 1812 Award:

Presented annually to sophomore ROTC cadets who encourage and demonstrate the ideals of Americanism by deed, conduct, or both.

Sons of American Revolution Award:

Emphasizes the importance of perpetuating the principles of government established by the colonial statesmen. It honors cadets for outstanding leadership qualities, military bearing, and excellence.

Carl J. Staska Prize:

Awarded each year to a student who has demonstrated a high degree of proficiency in chemical laboratory skills.

Superior Cadet Award:

Awarded to Military Science cadets who are the top cadets in their respective ROTC classes.

William G. McLean Tau Beta Pi Prize:

Awarded to a sophomore engineering student based on academic performance, campus citizenship, and professional orientation.

Track Prize:

Presented by the department of athletics to the ideal Lafayette track and field or cross-country team member in memory of Peter Crampton.

Paul Tully Memorial Prize:

Presented to the student who best exemplifies the progressive principles of social and political serviceædemocratic ideals to which Paul Tully devoted his life.

Professor Carolynn Van Dyke Prize:

Awarded annually to a student majoring in any subject, preference for computer science, to provide funds for a nontraditional learning experience.

Veterans of Foreign Wars Award:

Presented to outstanding cadets who are actively engaged in the ROTC program and who possess individual characteristics contributing to leadership.

B. Vincent Viscomi Civil Engineering Prize:

Awarded to a civil engineering student based on demonstrated academic achievement and leadership during his or her first three years at Lafayette.

Wall Street Journal Student Achievement Award:

Given to a student whose academic performance in economics is considered exceptional.

J. Hunt Wilson '05 Prize in Analytical Chemistry:

Awarded annually to the senior chemistry major with the highest ranking in courses and research.

Luther F. Witmer Prize:

Awarded annually to the senior with the most outstanding accomplishments in materials science and engineering.

T. Gordon Yates '29 Award for Swimming:

Awarded annually to the most improved male and female swimmers as determined by the swimming coaches and the director of athletics.

Thomas G. Yohe Memorial Prize in Studio Art:

Awarded to a student who displays creativity in drawing and illustration.

Class of 1884 R. B. Youngman Greek Prize:

Awarded annually to a student who has demonstrated a high degree of proficiency in Greek.

Special Academic Opportunities

In addition to its regular academic programs, Lafayette College offers a variety of optional programs ranging from student/ faculty research projects and intensive short-term courses during the January or May interim to foreign study and work-study internships.

College Writing Program

The College Writing Program provides student Writing Associates the opportunity to work closely with faculty in courses across the curriculum. Each Writing Associate is assigned to a course affiliated with the program and meets individually with the students to help them revise their written work. The Writing Associate works under the guidance of the professor and the College Writing Program's professional staff. The Writing Associates also provide a drop-in service for the campus at large.

Students selected as Writing Associates are themselves skilled writers and insightful readers with strong listening and coaching skills. They are paid a stipend for their services. For more information, see Christian Tatu, the coordinator of the College Writing Program, 319 Pardee Hall.

Lafayette EXCEL Scholars Program

The Lafayette EXCEL Scholars Program enables students to participate in academically meaningful experiences outside the classroom. Students selected for this program engage in collaborative research projects with Lafayette faculty, enhancing their academic skills as well as developing other skills which will be useful in post-graduate education and careers.

EXCEL Scholars have the opportunity to work full time for ten weeks during the summer; full time for three weeks during the Interim Session; and eight to ten hours per week during the academic year.

Students selected to the EXCEL Scholars Program receive a stipend of $8 to $10 per hour and residence hall housing during the interim and summer sessions.

Information concerning the EXCEL program may be obtained from the Director of Research Services.

Interim Session Programs

The Lafayette academic calendar leaves a period of about three weeks open during January or May. Some students use this period to enroll in optional special academic courses sponsored by Lafayette, either on campus or in foreign locations. Interim Session may include intensive courses, laboratory exercises, field trips, or study abroad. For students in Bachelor of Science programs whose heavy schedule of prescribed courses may make off-campus semesters difficult to arrange, the Interim Session provides an especially useful opportunity to participate in a period of foreign study.

Special courses offered only during Interim Sessions are described in the listings. Additional information about the study-abroad programs may be obtained from the Office of International and Off-Campus Education. Students applying to participate in the interim abroad program must be in good standing academically and with respect to College regulations at the time of application, and when they depart for the program. For information about on-campus interim programs, contact the Office of Advising & Co-Curricular Programs.

Normally, students are not permitted to study abroad through a nonaffiliated program. Should the Student Affairs Committee make an exception for a program in a country in which Lafayette has no formal affiliation or arrangement, the student must obtain prior approval. Without approval, any course taken cannot be credited toward the Lafayette degree.

Regular financial aid does not cover the Interim Session, but some funding is available on a competitive basis, and the Office of Financial Aid can advise students about loans and other possible forms of assistance.

Frontiers Abroad

From 2009-2017, Lafayette College served as the "School of Record" for the Frontiers Abroad program.

Students completed the Frontiers Abroad programs in Geology or Earth Studies and courses at their partner institutions in New Zealand, the University of Canterbury and the University of Auckland.

Internships

First-year students are not eligible for participation in an internship program unless approved by the Student Affairs Committee, and no credit may be given ex post facto for internships.

Internships are available to all students upon completion of their first year, including rising sophomores; internships completed in the summer between the first and second year may count for credits towards graduation at the discretion of the internship department/program.

Internships are offered by several academic departments and involve practical, hands-on experience at jobs generally outside the College community. Academic departments and programs that offer internship courses for credit include A.B. engineering, art, economics, English, environmental studies, film and media studies, government and law, history, music, psychology, theater, and women's and gender studies. Only one internship scheduled through an academic department may count towards the minimum number of courses required for graduation.

Students participating in internships will be graded on a credit/no credit basis. The student's coursework must be approved in advance and be supervised by a member of the department, as well as by personnel at the workplace. Internships may, by departmental approval, be offered under project or independent courses in engineering. At the conclusion of the internship, the student typically prepares a paper on the experience.

Summer internships are available through selected academic departments or the College-wide internship program (INT 200). INT 200 credit is recorded on the transcript, but may not be used to fulfill the minimum course requirement for graduation.

INT 200 – Internship
This course emphasizes learning through the interplay between academic work and fieldwork in a various entities during the summer months. Each internship will be supervised by a faculty member who will provide a formal evaluation of its outcome in consultation with the relevant personnel in the workplace. Under the supervisor's guidance, each intern will produce a tangible academic project during the internship experience, such as a paper, journal, or portfolio.

Independent Study

Students who wish to pursue special academic topics or individual research programs endorsed by a faculty member may register in most departments for a credit-bearing course of independent study. Normally, no more than one independent study course may be taken in a semester.

McKelvy Scholars

Each year, 20 students of high academic ability and promise are invited to live together at McKelvy House, a residence four blocks from the campus. The McKelvy Scholars program was established to recognize and encourage academic excellence and to facilitate exchange of ideas and information among students with different interests and in different disciplines. Admission is competitive and requires nomination by a faculty member. Information about the program may be obtained from the Dean of Advising.

Military Science

Military Science centers on the theory and application of leadership and management fundamentals and also includes professional knowledge subjects, physical training, small unit tactics, and basic military skills. The program sponsors the Reserve Officers' Training Corps (ROTC), leading to duty as a commissioned officer in the active Army, Reserves, or National Guard.

The program is a part of the United States Army Cadet Command. Classes and activities are conducted on the Lafayette and Lehigh campuses under the auspices of Lehigh University's ROTC program, which acts as the local headquarters for ROTC and Military Science instruction.

Any student may take ROTC classes during any semester. To be eligible for commissioning as an officer, however, a student must have at least two years until graduation upon entry into ROTC. Non-scholarship students incur no military obligation until their junior year. Students continuing in ROTC beyond their sophomore year may sign a contractual agreement leading to a commission as a Second Lieutenant in one of more than 20 branches of the Army upon graduation. Cadets receive a tax-free monthly stipend of $420 during the academic school year.

Four-year ROTC scholarships cover full tuition and fees and also offer a stipend and $900 per year for books. Scholarships are available to those who will be entering Lafayette College as first-year students. Active scholarships cover full tuition at any college or university or a flat rate of $12,000 for room and board. Students usually choose the second option if outside scholarships and grants cover more than the cost of room and board. However, Lafayette College offers supplemental room and board scholarships to cadets with active scholarships meaning that many cadets at these institutions attend them at no cost. Additionally, active scholarships provide a book stipend of $1,200 per year.

Depending on where you are on your military journey, there are many different scholarship options. All outcomes are the same: full tuition coverage (during the activated period), a tax-free stipend, book allowances, and commissioning into the world's greatest Army as a 2nd Lieutenant.

All Army ROTC scholarships are awarded based on ROTC's Scholar, Athlete, Leader (SAL) model, and recipients incur a military obligation.

For more information, see "Military Science (p. 63)" section.

Study Abroad

Lafayette College recognizes that we live in an increasingly complex and interrelated global environment. Connecting the classroom to the world outside our walls is at the core of the College's mission. Off -campus study combines academic rigor with experiential learning through immersion in an international setting. Engaging in an unfamiliar cultural milieu is often a truly transformative experience for students. Participants are encouraged to expand their comfort zones, encounter new perspectives, and examine their own cultural viewpoints. Students return to campus with a greater appreciation of global issues, which enriches their understanding of their own on-campus curricula while stimulating and deepening conversation within the College community.

The Office of International and Off-Campus Education provides opportunities ranging from interim to semester and year-long programs. Generally, the cost for a semester or year abroad is the same as that for a semester or year on campus. Students pay Lafayette's tuition. Those who select a faculty-led program also pay Lafayette's room and (depending on the program) board; the College arranges and pays for the airfare and subject-relevant excursions. Students who select an approved affiliated program pay Lafayette's tuition plus the host institution room and board, and other non-tuition charges, as applicable. Lafayette bills the student for the applicable tuition and other fees and pays the host institution directly. for most affiliated programs, students make their own travel arrangements. Students are responsible for incidental costs such as books, passports, visas, immunizations, optional travel, and personal expenses.

Students enrolled in semester faculty-led or approved affiliated programs have access to the same financial aid they have while studying on campus at Lafayette. Financial aid is capped, however, at Lafayette's cost. A few of our approved programs are more expensive than Lafayette; in those situations, students selecting such programs are responsible for any amount above and beyond Lafayette's cost.

In a fall or spring semester, study abroad is only permitted through approved, affiliated programs. Please see the Study Abroad webpage for information regarding application deadlines. At the time of application and departure for the study-abroad program, students must be in good standing academically and with respect to College regulations, and be making satisfactory progress toward the degree. Application requirements, including required GPA, vary by program; acceptance is at the discretion of the affiliated program.

Students accepted by off-campus programs must seek approval in advance for courses they wish to present for a grade and for credit towards the Lafayette degree. A student may transfer no more than a normal semester program or not more than eight courses for a full academic year of foreign study. Normally, students are not permitted to study abroad through a non-affiliated program. Should the Student Affairs Committee make an exception for a program in a country in which Lafayette has no formal affiliation or arrangement, the student must obtain prior approval. Without approval, any course taken cannot be credited toward the Lafayette degree.

All courses taken and grades earned abroad will appear on the Lafayette College transcript and will be factored into the cumulative GPA. Courses taken as part of domestic and international off-campus studies programs may not be taken as pass/fail, and may not be converted retroactively to pass/fail grades by the Student Affairs Committee.

Library Resources

Lafayette's libraries provide students with a wide range of information sources and services to support their educational pursuits. The David Bishop Skillman Library is the college's main library, with a collection of more than 500,000 volumes. Kirby Library has an additional 30,000 volumes related to government and law. The two libraries subscribe to thousands of magazines, journals, and newspapers in electronic and paper formats and an extensive array of electronic databases and books, accessible both on and off campus. The libraries' Special Collections and College Archives houses the College's rare books, manuscripts, and institutional records, including a premier collection on the Marquis de Lafayette.

The libraries also provide access to collections beyond those at Lafayette. Students have borrowing privileges at five other colleges in the Lehigh Valley and may use interlibrary loan services to request materials from libraries across the country.

A staff of librarians helps students to use the libraries' resources and obtain the information they need. Librarians and archivists meet with classes in all disciplines and provide group instruction in library research. Reference assistance is available to students on weekdays, most evenings, and Sundays. Students may arrange personalized research assistance sessions with librarians for extended consultations about their research projects.

Lafayette's libraries also provide space for students to study and collaborate with one another. Kirby Library is housed in the Beaux-Arts style Kirby Hall of Civil Rights, which was completed in 1930 and renovated in the late 1990s. The library's classic, oak-paneled reading room is among the most beautiful interior spaces on campus.

A renovated and expanded Skillman Library was dedicated in 2005. The three-year project added more than 28,000 sq. ft. to the library and created an enhanced environment for collaborative learning, information technology, and an expanding book collection. The library’s newly redesigned spaces include a formal reading room, a program room, two instruction rooms, a digital media lab, the largest public computing cluster on campus, and a variety of individual and group study spaces.

Information Technology Services

Lafayette College's information technology services are delivered via a 10 Gigabit network backbone that serves the entire campus community. Devices can access the network over wired 1 Gigabit connections or via campus wireless. The college network is connected to the Internet as well as to high-speed research networks like Internet2.

Information Technology Services (ITS) manages and supports both Windows and Macintosh computers. Multiple Novell and Linux-based servers support a variety of applications, including email, personal file storage, and course management systems. Students and faculty have web access to academic and financial records, course registration, blogging platforms, and other services.

Assistance with technology is available 24/7 through the Lafayette College help desk. Support is available for hardware and software, including assistance with common desktop applications like MS Office. ITS maintains the technology installed in most classrooms and provides instruction, equipment, and support for the creation and presentation of multimedia projects.

Although most students bring a computer to campus, Lafayette does not require students to have their own. Productivity software and all course-related applications are available on computers in a number of public computing sites throughout campus, including a 24-hour lab. In additions, most academic departments have special-purpose computing labs available for student use.

Students can purchase personal computers through special pricing arrangements with Dell and Apple. Microsoft Windows and Mac OSX are the supported operating systems; Microsoft Office is the supported productivity suite. In late spring, newly accepted students are sent full details on recommended hardware and software configurations, along with procedures to prepare a system for connection to the Lafayette network.

Admissions and Costs

ADMISSIONS

Admission to Lafayette College is highly competitive. The College receives about 12 applications annually for each available place in the first-year class and seeks to admit students who are engaged academically and socially and who want to make a difference on campus, in the community and in the world. Factors considered in evaluating each student's admissions file include academic performance in secondary school; rigor of courses taken; personal character such as motivation, social awareness, ambition, individualism and leadership potential; evidence of significant talent; and the recommendations of secondary school officials. Applicants for admission must submit test scores from either the SAT or ACT (writing section not required). SAT Subjects test results are recommended but not required. Students are strongly encouraged to have an on-campus interview.

Students admitted to Lafayette as full- time, degree-seeking students must have a high school diploma or recognized equivalent of a high school diploma at the time of their matriculation. Lafayette complies with federal and state legislation and does not in any way discriminate in education programs or in employment on the basis of gender, race, color, religion, creed, national origin, ancestry age, physical ability, or sexual orientation.

PREPARATION

Candidates for admission to the Bachelor of Arts degree program should have pursued a college preparatory curriculum in high school, including at least four years of English, three years of mathematics, two years of laboratory science, two years of a foreign language, and a minimum of five additional units in academic subjects. Candidates for the degree of Bachelor of Science, whether in a natural science or in engineering, should have pursued a program including four years of college preparatory mathematics, and a science sequence incorporating both chemistry and physics.

The secondary school report submitted in support of the application should include an evaluation from the secondary school counselor as well as one from a teacher who taught the candidate a major subject during the junior or senior year.

ADVANCED PLACEMENT

Lafayette participates in the Advanced Placement examination program of the College Board. Candidates interested in receiving course credit and placement in advanced classes should take the AP examinations given in May of each year (during high school).

A score of either 4 or 5 on most examinations, and 3 or above on selected others, will earn course credit and advanced placement. The Lafayette faculty determine score assignments each spring. It is possible to receive sophomore standing with sufficient scores.

Lafayette cannot grant any AP credit without possession of the official AP score report from the CEEB before the end of the student's sophomore year at the College.

International Baccalaureate

The official results of the higher-level (HL) examination of the International Baccalaureate are considered for academic course credit at Lafayette College. No credit is awarded for standard/subsidiary-level (SL) examinations.

Acceptable score levels for the IB program are 5 or higher in most subjects. Each department will determine the specific amount of credit.

Cambridge General Certificate of Education Advanced Level

GCE A-levels are reviewed on a course by course basis; however, to be considered for credit, the course must have been taken at the advanced level and only a grade of A(a)/A*(a*) will be accepted. Courses taken at the subsidiary level will not be considered regardless of grade.

ACADEMIC SCHOLARSHIPS

Lafayette recognizes its most outstanding applicants with merit-based awards named for the Marquis. Recipients of Marquis Awards display the Marquis de Lafayette's ideals of global citizenship, scholarly pursuits, leadership, and concern for others.

Applicants interested in the Marquis Awards Program are highly encouraged to interview as a part of their application process. In addition to the monetary award, students have additional access to faculty mentors and are eligible to participate in special events and activities, including cultural opportunities. Those seeking financial aid and whose demonstrated need exceeds the amount of their Marquis Award will receive a financial aid award, inclusive of the Marquis Award, up to demonstrated need. Applicants seeking need-based aid must submit the required documents by the deadlines.

Marquis Fellowship And Marquis Scholarship

The College increased the size of merit-based awards beginning with the class of 2024, transforming the Marquis Fellowship into an award valued at full-tuition ($55,874) and the Marquis Scholarship into an award valued at half-tuition ($27,937). The College expects to enroll 10 students as Fellows and another 50 as Scholars among the first-year students arriving in the fall.

Some applicants who are eligible for a Marquis Award will be invited to campus in late winter to participate in a dynamic selection process. The majority of Marquis winners, however, will be selected solely on the merits presented in their application.

Students admitted under both Early Decision and Regular Decision are considered for the Marquis Awards. Early decision applicants designated as Scholars will be notified at the time of admission. All Fellowship recipients (Early Decision and Regular Decision), as well as all Regular Decision candidates who are designated as Scholars, will be notified in mid-March upon receipt of their acceptance to the College.

Please note that only first year applicants to the College are considered for this scholarship and that process occurs at the time of their application for admission. Selection is based on the student's academic record prior to enrolling at Lafayette.

TRANSFER STUDENTS

Lafayette welcomes applications for the fall and spring semesters from students wishing to transfer from other institutions. All applicants must have a high school diploma (or GED) and be in good standing at their current institution. The College does not specify a minimum grade point average for consideration as a transfer student, but the majority of those offered admission present strong records of achievement. To be considered a transfer student you need a minimum of three transferable courses.

Students who transfer from an accredited institution may be granted credit toward a Lafayette degree for courses which are consistent with the goals of the candidate's academic program at Lafayette and in which the candidate has achieved a grade of C or higher (2.0 on a 4.0 scale). Transfer students must spend a minimum of two academic years in residence to be eligible for graduation. At least half the courses applied toward a major must be taken at Lafayette.

INTERNATIONAL STUDENTS

Lafayette actively seeks international students, whose special experiences contribute significantly to the rich diversity of the campus community. Currently, approximately nine percent of the student body is made up of international students who represent 55 countries.

All applicants are required to submit official results of the SAT or the ACT with writing. Additionally, Lafayette recommends but does not require the results of two SAT Subject Tests. Prospective math and science majors are encouraged to take Subject Tests in mathematics and science.

Students whose first language is not English must submit official results of the TOEFL test unless the language of instruction during their four years of high school has been English. Generally, most competitive international candidates achieve a TOEFL (iBT) score of 95 or higher for admission.

FEES

Fees are subject to change by action of the Board of Trustees. For 2024-25, fees are:

Tuition	$64,248
Matriculation Fee*	$750
Student Activity Fee	$360
Standard Room Fee	$11,820
Board Fee (20-meal plan)	$7,224
(plus $100 Pard Card Dollars)	
Health Insurance (optional)**	$3,014
Course Audit Fee	$575
Music Fee (MUS140, MUS141)	$600
Music Fee (MUS142)	$765
Studio Art Fee	$160
Part-Time, Winter, Summer I, Summer II Tuition	$2,600
Summer/Winter Internships	$275
Parking Fee	$500

*The matriculation fee is a one-time fee charged to New Students only

**Lafayette College requires all students to have adequate health insurance. Every student will be billed for SHIP insurance; however, if you provide proof of private insurance through the patient portal, you can waive the SHIP insurance.

In addition, the College estimates an allowance of at least $1000 for books and academic supplies and approximately $1000 for miscellaneous personal expenses and travel. Financial aid will be pro-rated for seniors who are approved for less than full-time status.

Students who enter Lafayette as full-time students and wish to change to part-time status (enrollment in fewer than three courses) must be in the final semester of their senior year. For consideration, a petition must be filed by Aug. 1 for fall semester and Dec. 1 for spring. Once granted permission to enroll for less than full-time study, the student will pay the full-time comprehensive fee pro-rated to the number of courses for which the student is allowed to register and the full student activity fee.

- Students are advised to check their family health plan to be sure coverage will apply in case a claim is filed while they are registered on a part-time basis.
- Last semester seniors who are approved for pro-rated enrollment status should expect to have their grants, scholarships and/or loans adjusted accordingly. Students must be enrolled at least half time to receive state, federal and/or institutional financial aid.

For more information, please visit the Student Fees and Payment webpage.

Interim Session

There will be a limited amount of financial support available for Off-Campus Interim programs, consisting of need-based grants that range from 50-75% of the cost of the program. Factors that are taken into consideration include the applicant's demonstrated level of financial need, the

availability of loans, and previous study-abroad experience. Applicants must be currently receiving financial aid in order to qualify for a need-based grant. Note that international students studying at Lafayette College are considered to have "previous study abroad experience."

All students will automatically be considered for need-based grants. Decisions will be made by the Office of Financial Aid, and students will be notified if they have been awarded a grant. No application is required.

Please note: Marquis Scholars and previous recipients of financial assistance for an interim abroad program are not eligible for need-based grants.

Dining Plans

Lafayette offers a variety of dining options, more information about options and requirements can be found at https://dining.lafayette.edu.

Payments and Penalties

All college fees must be paid in full at an established date prior to the start of each semester. The student will not be permitted to register or to attend classes until the account is paid in full or until satisfactory arrangements for payment are made with the Controller's Office. Failure to comply will result in both the withdrawal of the student for the current semester and a refusal of permission to register for subsequent semesters. The Registrar will not release the transcript of a student whose account has not been paid in full. International students are required to make all payments in the form of an international money order or a check that is drawn on and collectible by a United States bank. Upon request, the College will provide instructions for the wire transfer of payment to the College.

The penalty fee for failure to register within the scheduled period is $50 unless excused by the Dean of Advising. Failure to follow the established procedures in changing one's schedule results in a $50 penalty. **The penalty for late payment of fees is $300.**

Checks returned by the payor's bank will be subject to a $25 fee. The amount of the check, plus the $25 penalty, must be received by the Controller's Office not later than one week after notification.

Veterans or their dependents taking advantage of Chapter 31 or Chapter 33 benefits under the GI Bill® will not be imposed penalties, late fees, or other holds due to delayed payments from the U.S. Department of Veteran Affairs. Students are required to submit a certificate of eligibility for entitlement of benefits to the Education Liaison Representative (ELR) in the Office of the Registrar (registrar@lafayette.edu) no later than the start of the term in which the student wishes to use benefits.

GI Bill® is a registered trademark of the U.S. Department of Veteran Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website www.benefits.va.gov/gibill.

Lafayette College Refund Policy

Students who withdraw during the semester may be eligible for refunds, depending upon the time of the withdrawal. Students must give written notification to the Dean of Advising of their decision to withdraw and complete the withdrawal procedures in order to be eligible for any refunds.

For the purpose of refund calculations, weeks begin on Saturday and run through Friday. Weekend days are included, but the fall break, five-day Thanksgiving break, and spring break are excluded. A student who is required to withdraw for disciplinary reasons is not eligible for a refund of tuition or room fees.

Tuition and Rooms Fees

Pro-rated refunds of tuition and room fees will be made based on the table below only after the withdrawal / leave process established by the Dean of Advising and the Residence Life office are complete. The withdrawal date used for the tuition refund will be the date established by the Dean of Advising. The room refund will be based on the departure date as established by the Residence Life office.

If withdrawal/departure occurs:	Refund:
On or prior to the first day of classes in each semester	100%
During the 1st week of the semester	90%
During the 2nd week of the semester	80%
During the 3rd week of the semester	70%
During the 4th week of the semester	60%
During the 5th week of the semester	50%
During the 6th week of the semester	40%
During the 7th week of the semester	30%
8th through final week of the semester	0%

Federal financial aid funds are awarded to a student under the assumption that the student will attend an institution for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the amount of funds that the student was originally scheduled to receive. If a recipient of funds from a Federal financial aid grant or loan withdraws from the institution after beginning attendance, the amount of grant or loan assistance earned by the student must be determined by the Office of Financial Aid prior to the issuance of any refund since funds may need to be returned to the appropriate lending program. Approved refunds remaining after federal financial aid is addressed will be remitted by electronic or paper check to the student.

Board (Dining / Meal Plan) Fees

Board refunds are pro-rated for the number of unused weeks remaining based on the student's departure date as established by the Residence Life office. Any partial use of a week will not be refunded. Non-mandatory Pard dollars will be refunded to a withdrawn student to the extent the dollars have not been used.

Other Fees

Fees associated with but not limited to Technology, Student Activity, Matriculation, Parking, and other course fees are not refundable after the first day of classes.

Financial Aid

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60 percent of a payment period or term.

If a student leaves the institution prior to completing 60 percent of a payment period or term, the financial aid office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

> Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

> Aid to be returned = (100 percent of the aid that could be disbursed, minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than what was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement. The student must be offered any post-withdrawal disbursement of loan funds within 30 days of the date the institution determined the student withdrew.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Federal Direct Loans
- Subsidized Federal Direct Loans
- Federal Perkins Loans
- Federal Parent (PLUS) Loans
- Federal Pell Grants for which a return of funds is required
- Federal Supplemental Opportunity Grants for which a return of funds is required
- Other assistance under this Title for which a Return of funds is required

Refund Options

As described above, tuition refunds are first evaluated by Financial Aid for aid repayments. All refunds are then applied to any outstanding balance on a student's account by Student Accounts. Refunds for rising sophomores, juniors, and seniors will be held in the student's account for payment against future semesters unless the student provides a written request to have the funds remitted. Refunds held in the graduating senior accounts will be automatically remitted to the student. Refunds will only by approved after the student has completed the withdrawal procedures with the Dean of Advising and has vacated student housing (as confirmed by Residence Life). Approved refunds will be remitted either:

a. electronically to banking information on file with the Controller's Office or

b. by printed check payable to the student unless the check payment on the account was received from an unrelated third party, such as a sponsoring organization.

Printed checks are mailed to the student's home address listed in the Banner student system. Mailing to a different address requires written authorization from the student.

Student Health Insurance

The Affordable Care Act requires all individuals to be covered by health insurance. To ensure all students have access to comprehensive medical care while attending Lafayette College, all students will be enrolled automatically in the Student Health Insurance Plan (SHIP). This enrollment will result in an automatic premium charge to the student's account. This charge will be removed only if the student waives the enrollment. Students may waive the coverage only if they are enrolled in a comparable insurance plan.

To waive enrollment in SHIP, students must provide proof of comparable coverage, and submit the online waiver form by the established waiver deadline.

Please closely evaluate your coverage to make an informed decision regarding health insurance needs while enrolled at Lafayette College. The College is not responsible for medical or other expenses resulting from injuries sustained by students while enrolled, whether such injuries occur on or off campus.

Please see the Bailey Health Center website for more information.

Majors

Most of the major headings in this chapter correspond to the names of academic departments or interdisciplinary majors at Lafayette. Basic requirements for all engineering programs are listed under the heading "Engineering." All departments offer opportunities to take on special academic challenges that foster marketable skills and enhance the academic program such as internships, independent study, study abroad, research with faculty, and writing an honors thesis.

First-Year Seminar Program

The First-Year Seminar, which is required of all students, is designed to introduce students to intellectual inquiry through engaging them as thinkers, speakers, and writers. Each seminar focuses intensively on a special topic that is articulated with related cocurricular activities. Limited to approximately 16 students per section, the First-Year Seminar includes significant reading, writing, discussion, and presentation and is affiliated with the College Writing Program. Students are also introduced to use of the library for research. First-Year Seminars are designed to generate collaboration among faculty from various disciplines and to encourage intellectual communities among students and faculty. While each seminar is taught independently, most are grouped in topical clusters that may share common lectures and readings, co-teaching, tutorials, cocurricular activities, etc. Seminars normally meet three hours per week; a fourth hour may be scheduled at the discretion of the faculty. First-Year Seminars are a critical part of the Common Course of Study, a corequisite for other courses taken by students in their first semester, and a prerequisite for subsequent courses. A comprehensive listing of seminars is available online, although the offerings change each year. During the summer, all entering first-year students receive, as part of the registration materials, a list of the seminars to be given in the following fall. Students are asked to indicate their first five choices; every effort is made to place students according to their preferences.

First Year Seminar Courses (p. 135)

Africana Studies

Program Chair
Professor Wilson-Fall

The Africana Studies Program is an interdisciplinary program that brings together faculty from diverse Lafayette disciplines and departments who share expertise and research interests in the study of Africa and the African diaspora (communities of African descent worldwide) including African Americans. The interdisciplinary focus of the program provides students with a wide choice of courses which explore the history, cultures, and social dynamics of communities on the continent of Africa as well as dispersed communities of African descent. Many exciting research opportunities are offered in Africana Studies courses, including working with professors on digital humanities projects and working in small groups to uncover new material about African Americans in the nineteenth century. Other innovative and challenging activities include making videos as part of class assignments, working with visiting professors in the arts, and in-class guest lectures on a variety of contemporary topics, including current issues in Africa. Students are expected to engage course topics through intensive reading of primary and secondary materials, and are required to develop skills in critical thinking, to increase their knowledge of global geographies, and to recognize theoretical frameworks important to the evolution of the field of Africana studies. The curriculum includes the study of the numerous waves of migration of people from the African continent to Europe, Southeast Asia, and the Middle East, as well as the Americas. The program takes a global view of African history and the history of its diasporas, including 20th and 21st century migrations.

Africana Studies Courses (p. 77)

Africana Studies Major

Requirements
The major consists of a minimum of 9 courses from at least two academic disciplines:

AFS 101	Ideas of Africa
AFS 102	Introduction to Africana Studies
AFS 211	The Black Experience
AFS 400	Capstone Seminar in Africana Studies
	Five upper-level electives

Electives are chosen from an approved list of AFS electives.

Honors: Students who meet College and major requirements may submit a written proposal for approval during their junior year or early part of their senior year for an honors thesis. Students pursuing honors will be allowed to substitute first-semester AFS 495 for AFS 400.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here (p. 8).

Africana Studies Minor

Requirements
The minor consists of a minimum of 5 courses:

Choose one:

AFS 101	Ideas of Africa
	Or
AFS 102	Introduction to Africana Studies
	Or
AFS 211	The Black Experience

And:

Four approved electives

Electives are chosen from an approved list of AFS electives.

ANTHROPOLOGY AND SOCIOLOGY

Department Head
Professor Lee

Studying Anthropology and Sociology offers students the opportunity to gain a strong grounding in cultural difference and diversity, as well as understanding social forms and processes on a global scale. Looking beyond the surface of human relations, students develop a keen awareness of cultural and social complexity in diverse contexts around the world. From broad overviews of the field to more specialized offerings and required upper-level seminars in theory and method, A&S courses collectively allow students to build crucial skill sets, including analytic skills and critical thinking, research design and practice, qualitative and quantitative methods, clear communication and writing, group projects and presentation skills. Anthropology and Sociology classes work to expand our intellectual and geographic horizons, while preparing students for professional lives that require creative analytic and research capabilities, the capacity to work effectively in diverse or cross-cultural environments, global sophistication, effective communication, and real-world experience.

Anthropology and Sociology Courses (p. 83)

Anthropology and Sociology Major

Requirements

The major consists of a minimum of 10 courses:

A&S 102	Cultural Anthropology
A&S 103	Introduction to Sociology
A&S 200	Research Methods and Design
A&S 342	Theories of Society
	And
	Six additional A&S electives

One of the six electives must be at the 300-level (A&S 300-341).

Anthropology and Sociology Minor

Requirements

The minor consists of a minimum of six courses:

Choose two from:

A&S 102	Cultural Anthropology
A&S 103	Introduction to Sociology
A&S 342	Theories of Society

And:

A&S	Four A&S electives

A&S Electives: Selected in consultation with the minor adviser.

ART

Department Head
Professor Skvirsky

The curriculum is a combined studio/art history course sequence in which students may concentrate in the area that most interests them. Museum and gallery internships, independent studio projects, student art exhibits, field trips, and an exceptional visiting artists program contribute to the special character of the program, as does the College's proximity to New York and Philadelphia. Individual studios in the Williams Visual Arts Building are made available to students who qualify for honors work in studio art. Professors encourage individual and communal learning and become deeply involved with the special interests of students.

Art Courses (p. 79)

Art Major

The Art major is divided into three tracks. Studio Art, Art History and a Combined Studio Art and Art History.

Requirements

Art History Track

The major consists of a minimum of 10 courses:

ART 101	Introduction to Art History I
ART 102	Introduction to Art History II
ART 140	Art and Architecture of World Traditions: Asia, Africa, the Americas, and Oceania
ART 340	Seminar in Art History
	Three studio electives
	Three additional art electives

The three additional art electives must include at least two 200-level art history courses, excluding honors.

Studio Art Track

The major consists of a minimum of 10 courses:

ART 101	Introduction to Art History I
ART 102	Introduction to Art History II
ART 140	Art and Architecture of World Traditions: Asia, Africa, the Americas, and Oceania
ART 206	Art Materials and Methods
ART 306	Capstone: Senior Studio Seminar
	Three 100-level studio electives
	One 200-level studio elective
	One additional studio elective

Honors cannot be used to complete the one additional studio elective.

Combined Art History/Studio Art Track

The major consists of a minimum of 10 courses:

	Two from
ART 101	Introduction to Art History I
ART 102	Introduction to Art History II
ART 140	Art and Architecture of World Traditions: Asia, Africa, the Americas, and Oceania
ART 206	Art Materials and Methods
ART 306	Capstone: Senior Studio Seminar
	Two 100-level studio electives
	One 200- or 300- level Studio Art course
	One 300-level Art History seminar
	Two 200- or 300- level Art History courses

The combined Studio Art and Art History major consists of a minimum of 10 courses:

These are:

2 courses in Art History selected from Art 101, 102, 140

2 courses in studio at the 100 level

Art History Seminar (300 level)

Studio Capstone (306 level)

Plus: 4 courses which must be 200 or 300 level from both Art History and Studio Art

Study of at least one foreign language through the intermediate level is strongly recommended for those contemplating graduate study in art history. The department is committed to strong student advising and may recommend courses in other departments based on the programmatic needs of individual students.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Art Minor

Requirements

The minor consists of a minimum of six courses:

Including three introductory courses in art history and drawing:

ART 101	Introduction to Art History I
ART 102	Introduction to Art History II
ART 109	Drawing I
	Three additional courses

Additional courses are chosen from offerings in art history or studio art in consultation with the minor adviser or the department head.

Students emphasizing studio art must take ART 206.

Additional departmental course listings appear under Interim Session.

Independent Projects and Honors

The department offers advanced students the opportunity to develop their interests in an intense experience of individualized learning. In partnership with faculty, students work for one or two semesters on rigorously designed projects that culminate with critical review by art department faculty and, in the case of honors, appraisal by professionals from outside the department.

Art Course Areas:

Art History

ART 101	Introduction to Art History I
ART 102	Introduction to Art History II
ART 126	History of Architecture
ART 128	Introduction to Asian Art
ART 140	Art and Architecture of World Traditions: Asia, Africa, the Americas, and Oceania
ART 216	Byzantine Art
ART 221	Ancient Art
ART 223	Italian Renaissance Art
ART 224	Baroque Art
ART 226	Age of Michelangelo
ART 233	Nineteenth-Century Painting and Sculpture
ART 234	Modern Art
ART 240	Japanese Art and Architecture
ART 242	Chinese Art and Architecture
ART 340	Seminar in Art History
ART 392-393	Independent Study in Art History
ART 495-496	Thesis in Art History

Studio Art

ART 107	Sculpture I
ART 109	Drawing I
ART 111	Beginning Printmaking
ART 114	Beginning Painting
ART 120	Architectural Design and Theory
ART 196	Basic Photography (Black and White)
ART 212	Interdisciplinary Printmaking
ART 215	Sculpture II
ART 218	Intermediate Painting
ART 306	Capstone: Senior Studio Seminar
ART 339	Advanced Painting
ART 344	Internships
ART 390-391	Independent Study in Studio Art
ART 497-498	Thesis in Studio Art

ASIAN STUDIES

Program Chair

Professor Park

The Asian Studies Program at Lafayette College engages students in the interdisciplinary study of Asia. Asia, home to over 60% of the world's population, is defined by its common religious heritages and its historical experiences as an object of Western veneration and commercial expansion. As a distinct mode of inquiry, Asian Studies emphasizes:

1. a solid grounding in the region's geography, history, social structures, political systems, fine arts, and religious traditions
2. a critical approach to information about societies often misunderstood in the West
3. a commitment to sustained language training

The Asian Studies program offers both a minor and a major in Asian Studies, with courses in the humanities and the social sciences that provide the fundamental knowledge base, linguistic skills, and analytical and writing tools to prepare students for careers in public service, the private sector, or advanced academic training. The College also sponsors seminars, lectures, and concerts exposing the community to the varied and important traditions of Asia.

Asian Studies Courses (p. 89)

Asian Studies Major

Requirements

The major consists of a minimum of nine courses:

ASIA 101	Introduction to Asian Studies
ASIA 490	Capstone
	Or

ASIA 495-496	Honors Thesis
	Seven approved electives
	Foreign Language requirement

Electives chosen from at least two academic disciplines. A maximum of two language courses may be used as major electives.

Foreign Language: Intermediate proficiency, e.g. CHN 112/JAPN 112 or another approved Asian language.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Asian Studies Minor

Requirements

The minor consists of a minimum of five courses:

ASIA 101	Introduction to Asian Studies
	Four approved electives

Electives chosen from at least two academic disciplines. A maximum of two language courses may be used as minor electives.

Current offerings focusing on Asia include: Art History, Chinese Language and Culture, Japanese Language and Culture, History, Government and Law, Religious Studies, and Music. Students should consult with the program chair regarding other approved options.

BIOCHEMISTRY

Majors in Biochemistry take a core of chemistry and biology courses including molecular biology. The curriculum involves the study of the chemical characteristics and reactions of organisms or living systems.

All of the chemistry and biology faculty carry on active research programs in which students are encouraged to participate. Biochemistry majors sometimes carry out projects in which they are guided by both a biology and a chemistry professor. Students can perform research as independent study or through the honors program. Based on their academic record and an interview, upperclass students may apply to be teaching assistants.

Biology (p. 89) or Chemistry (p. 99)

Biochemistry, A.B. Major

Requirements

The program consists of a minimum of 14 major courses and 4 collateral courses:

BIOL 111	Unity & Diversity of Biology
BIOL 112	Biomolecular Foundations of Biology
BIOL 255	Molecular Genetics
	One additional Biology course
CHEM 103	General Chemistry 1 with Recitation
	Or
CHEM 107	General Chemistry I
CHEM 108	General Chemistry II
CHEM 221	Organic Chemistry I
CHEM 231	Quantitative Chemical Methods
CHEM 222	Organic Chemistry II
CHEM 341	Survey of Physical Chemistry
	Or
CHEM 342	Physical Chemistry I
	And
CHEM 343	Physical Chemistry II
CHEM 352	Foundational Biochemistry
CHEM 353	Advanced Biochemistry
CHEM 354	Experimental Biochemistry
CHEM 365	Course-based Research Experience in Chemistry
	Or
CHEM 366	Course-based Research Experience in Chemistry
MATH 125	Modeling and Differential Calculus
	And
MATH 186	Applied Statistics
	Or
MATH 161	Calculus I
	And
MATH 162	Calculus II
	Or
MATH 161	Calculus I
	And
MATH 186	Applied Statistics
	Or
MATH 125	Modeling and Differential Calculus
	And
BIOL 265	Biostatistics
	Or
MATH 161	Calculus I
	And
BIOL 265	Biostatistics
PHYS 111	General Physics-Mechanics and Thermodynamics
	And
PHYS 112	General Physics-Electricity, Magnetism, and Optics
	Or
PHYS 131	Physics I: Mechanics
	And
PHYS 133	Physics II: Electricity, Magnetism, and Waves
	Or
PHYS 151	Accelerated Physics I: Mechanics and Thermodynamics
	And
PHYS 152	Accelerated Physics II: Electricity, Magnetism, and Optics

One additional Biology course: 200-level or above.

Biochemistry majors may not seek a second major (A.B. or B.S.) or minor in either biology or chemistry.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Biochemistry, B.S. Major

Requirements

The program consists of a minimum of 18 major courses and 5 collateral courses:

BIOL 111	Unity & Diversity of Biology
BIOL 112	Biomolecular Foundations of Biology
BIOL 255	Molecular Genetics
	One additional Biology course
CHEM 103	General Chemistry 1 with Recitation
	Or
CHEM 107	General Chemistry I
CHEM 108	General Chemistry II
CHEM 221	Organic Chemistry I
CHEM 231	Quantitative Chemical Methods
CHEM 222	Organic Chemistry II
CHEM 331	Instrumental Analysis
CHEM 342	Physical Chemistry I
CHEM 343	Physical Chemistry II
CHEM 352	Foundational Biochemistry
CHEM 353	Advanced Biochemistry
CHEM 354	Experimental Biochemistry
CHEM 365	Course-based Research Experience in Chemistry
	Or
CHEM 366	Course-based Research Experience in Chemistry
	One additional Chemistry course*
	One additional 300/400-level Chemistry or Biology course
MATH 161	Calculus I
MATH 162	Calculus II
MATH 186	Applied Statistics
	Or
MATH 263	Calculus III
	Or
BIOL 265	Biostatistics
PHYS 111	General Physics-Mechanics and Thermodynamics
	And
PHYS 112	General Physics-Electricity, Magnetism, and Optics
	Or
PHYS 131	Physics I: Mechanics
	And
PHYS 133	Physics II: Electricity, Magnetism, and Waves
	Or
PHYS 151	Accelerated Physics I: Mechanics and Thermodynamics
	And
PHYS 152	Accelerated Physics II: Electricity, Magnetism, and Optics

One additional Biology course: 200-level or above. If BIOL 265 is used to complete the MATH requirement, it cannot also be used as a 200-level BIOL elective.

One additional Chemistry course: 200-level or above excluding CHEM 341, independent study, research, or thesis.

One additional Chemistry or Biology course: 300-level or above excluding CHEM 341, independent study, research, or thesis.

Note: To receive an ACS certified degree, a BS Biochemistry major must take either CHEM 211 or CHEM 411 and this does not remove the "One additional Biology course" requirement.

Biochemistry majors may not seek a second major (A.B. or B.S.) or minor in either biology or chemistry.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

BIOLOGY

Department Head

Associate Professor Butler

Biology, the study of life, challenges students to think creatively and analytically and allows them to participate in a fascinating academic adventure. The many exciting discoveries in medicine, genetics, molecular biology, agriculture, and ecology throughout the twentieth century are continuing into this millennium. Lafayette's biology curricula are designed to prepare students to contribute to these developments by preparing them for careers in research, teaching, the health professions, and industry.

Biology majors enjoy small classes and may choose from a wide variety of courses. Special opportunities include independent study and collaborative research projects with faculty, a senior honors thesis program, and paid laboratory teaching assistant positions. Non-credit internships for students considering careers in biology and the health professions may be available through the Office of Career Services.

Biology Courses (p. 89)

Biology, A.B. Major

The Bachelor of Arts (A.B.) curriculum combines a solid background in biology with increased opportunity for the students to explore other fields of study.

Requirements

The program consists of a minimum of 9 major courses and 3 collateral courses:

BIOL 111	Unity & Diversity of Biology
BIOL 112	Biomolecular Foundations of Biology
BIOL 113	Quantitative Biology
BIOL 490	Capstone in Biology
	And
BIOL	Five Biology electives
CHEM 103	General Chemistry 1 with Recitation

	Or
CHEM 107	General Chemistry I
CHEM 108	General Chemistry II
MATH 125	Modeling and Differential Calculus
	Or
MATH 141	Differential Calculus and Economic Modeling
	Or
MATH 161	Calculus I
	Or
MATH 165	Calculus I+

The five Biology electives must be numbered 205 or higher and must include at least one 300-level course.

No more than one research course (BIOL 401-404, 495, 496) can be used towards the major.

Computational Methods 151 may be substituted for a Biology elective.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Biology, B.S. Major

The Bachelor of Science (B.S.) curriculum is broader in basic sciences and allows the student ample opportunity to explore advanced areas in biology.

Requirements

The program consists of a minimum of 11 courses and 6 collateral courses:

BIOL 111	Unity & Diversity of Biology
BIOL 112	Biomolecular Foundations of Biology
BIOL 113	Quantitative Biology
BIOL 490	Capstone in Biology
BIOL	Seven Biology electives
CHEM 103	General Chemistry 1 with Recitation
	Or
CHEM 107	General Chemistry I
CHEM 108	General Chemistry II
CHEM 221	Organic Chemistry I
MATH 161	Calculus I
	Or
MATH 165	Calculus I+
	Two additional science/engineering electives from the list below:
CE 321	Introduction to Environmental Engineering and Science
CHE 211	Material and Energy Balances
CHEM 222	Organic Chemistry II
CHEM 231	Quantitative Chemical Methods
CHEM 341	Survey of Physical Chemistry
CHEM 352	Foundational Biochemistry
CS 104	Introduction to Game Programming
CS 105	Digital Media Computing
ECE 211	Digital Circuits I
ECE 221	Basic Electric Circuit Analysis
ES 101	Introduction to Engineering Design
GEOL 320	Paleobiology
GEOL 320	Paleobiology
MATH 162	Calculus II
MATH 263	Calculus III
MATH 282	Techniques of Mathematical Modeling
PHYS 111	General Physics-Mechanics and Thermodynamics
PHYS 112	General Physics-Electricity, Magnetism, and Optics
PHYS 133	Physics II: Electricity, Magnetism, and Waves
PHYS 151	Accelerated Physics I: Mechanics and Thermodynamics
PHYS 152	Accelerated Physics II: Electricity, Magnetism, and Optics

The seven Biology electives must be numbered 205 or higher and must include at least two 300-level course.

No more than one research course (BIOL 401-404, 495, 496) can be used towards the major.

Computational Methods 151 may be substituted for a Biology elective.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Biology Minor

Requirements

The minor consists of a minimum of six courses:

BIOL 111	Unity & Diversity of Biology
BIOL 112	Biomolecular Foundations of Biology
BIOL 113	Quantitative Biology
BIOL	Three Biology electives

The three additional electives must be at the 205 level or above and include at least one 300-level course.

CHEMISTRY

Department Head

Professor Nataro

Majors learn to interpret the physical world through the study of the properties, composition, and structure of matter.

The Bachelor of Science is the most structured and is preferred by graduate schools and employers who seek maximum professional capability at the undergraduate level. The Bachelor of Arts requires fewer chemistry courses and more study in other fields; it is chosen by students who plan health service careers or others who desire a broader educational experience.

Chemistry Courses (p. 99)

Chemistry, A.B. Major

Requirements

The program consists of a minimum of 10 major courses and 4 collateral courses:

MATH 161	Calculus I
	And
MATH 162	Calculus II
	Or
MATH 161	Calculus I
	And
MATH 186	Applied Statistics
PHYS 111	General Physics-Mechanics and Thermodynamics
	And
PHYS 112	General Physics-Electricity, Magnetism, and Optics
	Or
PHYS 131	Physics I: Mechanics
	And
PHYS 133	Physics II: Electricity, Magnetism, and Waves
	Or
PHYS 151	Accelerated Physics I: Mechanics and Thermodynamics
	And
PHYS 152	Accelerated Physics II: Electricity, Magnetism, and Optics
CHEM 103	General Chemistry 1 with Recitation
	Or
CHEM 107	General Chemistry I
CHEM 108	General Chemistry II
CHEM 221	Organic Chemistry I
CHEM 222	Organic Chemistry II
CHEM 231	Quantitative Chemical Methods
CHEM 365	Course-based Research Experience in Chemistry
	Or
CHEM 366	Course-based Research Experience in Chemistry
CHEM 341	Survey of Physical Chemistry
	And
	Two advanced Chemistry electives
	Or
CHEM 342	Physical Chemistry I
	And
CHEM 343	Physical Chemistry II
	And
	One advanced Chemistry elective

Students selecting CHEM 341 and Two advanced Chemistry electives: May not include CHEM 3242 or CHEM 343; only one elective may be a Biochemistry course.

Students selecting CHEM 342/CHEM 343 and One advanced Chemistry electives: May not include CHEM 341.

Advanced Chemistry electives are 200-, 300-, or 400-level courses, excluding independent study, independent research or thesis.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Chemistry, B.S. Major

The B.S. Degree is certified by the American Chemical Society.

Requirements

The program consists of a minimum of 15 major courses and 5 collateral courses:

MATH 161	Calculus I
MATH 162	Calculus II
	And
	One additional 200-level or higher Mathematics elective
PHYS 111	General Physics-Mechanics and Thermodynamics
	And
PHYS 112	General Physics-Electricity, Magnetism, and Optics
	Or
PHYS 131	Physics I: Mechanics
	And
PHYS 133	Physics II: Electricity, Magnetism, and Waves
	Or
PHYS 151	Accelerated Physics I: Mechanics and Thermodynamics
	And
PHYS 152	Accelerated Physics II: Electricity, Magnetism, and Optics
CHEM 103	General Chemistry 1 with Recitation
	Or
CHEM 107	General Chemistry I
CHEM 108	General Chemistry II
CHEM 211	Foundational Inorganic Chemistry
CHEM 221	Organic Chemistry I
CHEM 231	Quantitative Chemical Methods
CHEM 222	Organic Chemistry II
CHEM 331	Instrumental Analysis
CHEM 342	Physical Chemistry I
CHEM 343	Physical Chemistry II
CHEM 351	Survey of Biochemistry
	Or
CHEM 352	Foundational Biochemistry
CHEM 365	Course-based Research Experience in Chemistry
CHEM 366	Course-based Research Experience in Chemistry
CHEM 411	Advanced Inorganic Chemistry
	Two advanced Chemistry electives

Two advanced Chemistry electives: 200-, 300- or 400-level, excluding CHEM 341, independent study or thesis and including a minimum of 500 hours of chemistry laboratory.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Chemistry Minor

Requirements

The minor consists of a minimum of six courses:

CHEM 107	General Chemistry I
CHEM 108	General Chemistry II
CHEM 221	Organic Chemistry I
CHEM 341	Survey of Physical Chemistry

And two additional courses selected from:

CHEM 211	Foundational Inorganic Chemistry
CHEM 231	Quantitative Chemical Methods
CHEM 222	Organic Chemistry II
CHEM 351	Survey of Biochemistry

COMPUTER SCIENCE

Department Head

Associate Professor Xia
Associate Professor Tao (Assistant Head, Spring)

Computer science is the study of algorithms and their implementations. This field of study is quite recent -- almost all of the computer scientists who ever lived are still alive. Its growth has been explosive, especially in subfields such as networks, artificial intelligence, and e-commerce.

The main emphasis of the curriculum is software engineering: a systematic approach to the development of medium-to-large programs. One aspect of this approach is the separation of principles from technology. Students learn underlying concepts in lecture sections and learn technical details-such as programming languages and operating systems-in laboratory sections. Students have opportunities for team projects as well as independent study and research.

Lafayette's fiber-optic networked campus provides computing resources to support course work, research, and personal projects. Many students gain additional experience by working part-time for the Information Technology Services department.

Computer Science Courses (p. 106)

Computer Science, A.B. Major

Requirements

The program consists of a minimum of 8 major courses and 3 collateral courses:

CS 104	Introduction to Game Programming
	Or
CS 105	Digital Media Computing
CS 150	Data Structures and Algorithms
CS 202	Analysis of Algorithms
CS 203	Computer Organization
CS 205	Software Engineering
CS	Three CS 300 or 400 level electives
MATH 161	Calculus I
MATH 182	Discrete Structures
MATH 186	Applied Statistics
	Or
PSYC 120	Quantitative Methods in Psychology
	Or
MATH 335	Probability
	And
MATH 336	Mathematical Statistics

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Computer Science, B.S. Major

Requirements

The program consists of a minimum of 13 major courses and 9 collateral courses:

CS 104	Introduction to Game Programming
	Or
CS 105	Digital Media Computing
CS 150	Data Structures and Algorithms
CS 200	Computers and Society
CS 202	Analysis of Algorithms
CS 203	Computer Organization
CS 205	Software Engineering
CS 301	Principles of Programming Languages
CS 303	Theory of Computation
CS 406	Operating Systems
CS 470	Senior Project
	Or
CS 495-496	Senior Thesis
CS	Three CS 300 or 400 level electives
MATH 161	Calculus I
MATH 162	Calculus II
MATH 263	Calculus III
MATH 182	Discrete Structures
MATH 186	Applied Statistics
	Or
PSYC 120	Quantitative Methods in Psychology
	Or
MATH 335	Probability
	And
MATH 336	Mathematical Statistics
MATH 272	Linear Algebra with Applications
	Or
MATH 282	Techniques of Mathematical Modeling
	Or
MATH 300	Vector Spaces
PHYS 131	Physics I: Mechanics
	And

PHYS 133	Physics II: Electricity, Magnetism, and Waves
	Or
PHYS 151	Accelerated Physics I: Mechanics and Thermodynamics
	And
PHYS 152	Accelerated Physics II: Electricity, Magnetism, and Optics
	Or
CHEM 107	General Chemistry I
	And
CHEM 108	General Chemistry II
	Or
BIOL 111	Unity & Diversity of Biology
	And
BIOL 112	Biomolecular Foundations of Biology
	One additional laboratory course in the natural sciences

Natural Science laboratory course must be outside Computer Science.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Computer Science Minor

Requirements

The minor consists of a minimum of six courses:

CS 104	Introduction to Game Programming
	Or
CS 105	Digital Media Computing
CS 150	Data Structures and Algorithms
CS	Four CS 200, 300 or 400 level electives

ECONOMICS

Department Head
Professor Stifel
Professor Smith (Assistant Head)

Economics is the branch of social sciences that studies how societies allocate scarce resources among competing ends. The core of the economics curriculum at Lafayette emphasizes macroeconomic and microeconomic theory, econometric analysis, accounting and finance. Upper-level electives cover a wide range of fields within economics, including applied economics, development and international economics, political economy and public policy. In addition, the curriculum also features courses in accounting, finance, and marketing.

All economic majors will have the opportunity to learn and apply econometric software. Special opportunities within the department include research with faculty, internships, opportunities to engage in student-centered learning, and the Lafayette Student Investment Research Fund.

The requirements for a major in economics are Econ 101, 251, 252 and 253, five economics electives (at least three of which must be at the 300 level), and a capstone requirement. Students are also required to complete either Math 141 or Math 161 as well as Math 186.

Students who intend to major in economics are encouraged to complete Economics 101, 251, 252 and 253 by the end of their sophomore year. This will require completion of Math 141 or Math 161 as well as Math 186. Normally, students are not expected to take Economics 251, 252 or 253 in their first year of study. Students who would like to take additional economics courses in their first year are encouraged to take one of the department's 200-level electives. Note that students can only count two 200-level electives towards a major in economics.

Economics Courses (p. 110)

Economics Major

Requirements

The program consists of a minimum of 10 major courses and 2 collateral courses:

ECON 101	Principles of Economics
ECON 251	Intermediate Microeconomics
ECON 252	Intermediate Macroeconomics
ECON 253	Fundamentals of Econometrics
ECON	Economics Capstone Requirement
ECON	Five Economics electives
MATH 141	Differential Calculus and Economic Modeling
	And
MATH 186	Applied Statistics
	Or
MATH 161	Calculus I
	And
	Mathematics Department multivariate calculus module
	And
MATH 186	Applied Statistics

Economics electives: A minimum of five department electives at least three of which must be at the 300 level or higher.

Internships do not count toward the major.

The Capstone requirement can be met through a capstone seminar or through approved individualized instruction.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Economics Minor

Requirements

The minor consists of a minimum of six courses:

Requirements: Economics 101, Economics 251 or 252, and four other economics courses.

Certificate in Financial Policy and Analysis

Requirements

The certificate consists of a minimum of nine courses:

ECON 101	Principles of Economics
ECON 251	Intermediate Microeconomics

ECON 259	Financial Accounting and Analysis
ECON 320	Corporate Finance
MATH 141	Differential Calculus and Economic Modeling
	Or
MATH 161	Calculus I
	Approved Statistics course

Category A Elective

Choose one:

CS 104	Introduction to Game Programming
CS 105	Digital Media Computing
CM 151	Introduction to Computational Science
MATH 272	Linear Algebra with Applications

ECON 300/PSTD 300 and ECON 358 may not be used as Category A electives effective with the Class of 2022.

Category B Electives

Choose two:

ECON 321	Investments
ECON 322	Financial Markets
ECON 323	Money, Financial Intermediation, and the Economy
ECON 324	Options and Futures
MATH 347	Financial Mathematics

For information on the joint major in Mathematics and Economics, refer to the Mathematics and Economics major (p. 63).

EDUCATION PROGRAM

Program Chair
Instructor Squarcia

Although Lafayette does not have an Education major, details regarding receiving teacher certification can be found using the link below.

Education Courses (p. 116)

Education

Students interested in pursuing a teaching career upon graduation should contact the Education Program Adviser at the earliest opportunity. Although Lafayette does not offer teaching certification, several possibilities exist for receiving secondary teaching certification. Students who have completed the core education requirements at Lafayette may enroll in DeSales University's ninth-semester program for teaching certification at an additional cost established by DeSales.

Lafayette students may also receive advanced standing toward a graduate degree and certification at other universities. Students wishing to pursue teaching certification need to plan their academic program in cooperation with the Education Program Adviser.

ENGINEERING

Director of Engineering
Professor Anderson

The Division of Engineering offers five Bachelor of Science degrees in Chemical, Civil, Electrical and Computer, Integrative and Mechanical Engineering, as well as a Bachelor of Arts in Engineering Studies, and a dual degree: Bachelor of Arts in International Studies w/a B.S. Engineering Major.

Candidates for a Bachelor of Science in one of the engineering disciplines may elect a minor program in addition to their major. The minor requirements are the same as the College requirements.

Engineering Science Courses (p. 125)

CHEMICAL AND BIOMOLECULAR ENGINEERING

Department Head
Associate Professor Sohl

Chemical engineers discover and implement new processes and products that are useful and economical. The chemical engineering profession has evolved in concert with the technological landmarks of the last century: from petroleum refining at the beginning of the last century, to the biotechnology and biomedical developments, innovations in digital communications and microelectronics, and nanotechnology.

Lafayette chemical engineers are well suited to take on these challenges. Our curriculum emphasizes general proficiency in science and mathematics the first two years, followed by professionally oriented work the next two. Students may enroll in technical electives to learn more about a variety of areas. Students who do well may take on an independent research project, and seniors may complete a thesis.

The main laboratories are equipped for work on bench-scale and pilot scale equipment in the areas of fluid flow, heat transfer, mass transfer, separation processes and chemical reactor design. The department is accredited by the Engineering Accreditation Committee of the Accreditation Board for Engineering and Technology. Graduates are eligible to become members of the American Institute of Chemical Engineers.

The goals of the program are to graduate students who:

- Are able to tackle unfamiliar problems and demonstrate an ability to understand, formulate, analyze, design and provide solutions in the field of chemical engineering
- Demonstrate professional responsibility, addressing economic, sustainability, and environmental considerations in the solution of engineering problems in both local and global settings
- Work well in multi-disciplinary teams and appreciate the value of multiple perspectives in engineering problem solving
- Explain and defend their solutions and communicate effectively using graphic, verbal and written techniques to all audiences
- Value mentoring, life-long learning and developing the talents of others and by accomplishing these objectives become effective leaders in engineering.

Chemical Engineering Courses (p. 97)

Chemical Engineering, B.S. Major

Requirements

The program consists of a minimum of 14 major courses and 11 collateral courses:

MATH 161	Calculus I
MATH 162	Calculus II
MATH 263	Calculus III
MATH 264	Differential Equations with Linear Algebra
CHEM 107	General Chemistry I
CHEM 108	General Chemistry II
CHEM 221	Organic Chemistry I
	An approved Chemistry elective
PHYS 131	Physics I: Mechanics
	Or
PHYS 151	Accelerated Physics I: Mechanics and Thermodynamics
ES 101	Introduction to Engineering Design
	An approved engineering/engineering science elective
CHE 211	Material and Energy Balances
CHE 222	Thermodynamics
CHE 311	Transport Phenomena
CHE 312	Experimental Design I
CHE 313	Fluid Phase and Reaction Equilibria
CHE 321	Applied Fluid Mechanics and Heat Transfer
CHE 322	Experimental Design II
	Or
ES 254	Engineering Thermodynamics
CHE 325	Mass Transfer, Separations, and Bioseparations
CHE 412	Integrated Chemical Engineering
CHE 413	Reaction Kinetics and Reactor Design
CHE 415	Design Analysis
CHE 422	Design Synthesis
CHE 424	Process Control
CHE	Two CHE electives

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

CIVIL AND ENVIRONMENTAL ENGINEERING

Department Head

Associate Professor McGuire

Civil engineers, like all engineers, are problem-solvers. They find the best ways to construct, operate, and maintain bridges, buildings, dams, and highways. They design water plants and waste treatment systems, and look for ways to manage hazardous materials.

The curriculum prepares students for a variety of situations by emphasizing fundamental principles of engineering, an appreciation of the effect of human factors on technology, logical thinking, resourcefulness, and ethical considerations in applying science to human problems. In addition to a thorough grounding in science and technology, students select more than one-fifth of their courses in the liberal arts and humanities.

Students may choose to focus on structural, environmental, geotechnical, transportation, construction or hydraulic engineering. Facilities include laboratories for structural systems, materials, fluid mechanics, geotechnical engineering, geographical information systems, and environmental engineering. Design concepts and analytical techniques are integrated into the curriculum, which includes extensive use of state-of-the-art computer systems.

Juniors and seniors may undertake independent studies and research projects in conjunction with faculty. Seniors may also do honors theses.

Civil and Environmental Engineering Courses (p. 94)

Civil Engineering, B.S. Major

No change

Requirements

The program consists of a minimum of 12 major courses and 14 collateral courses:

CE 251	Fluid Mechanics
CE 271	Civil Engineering Land Development-Surveying
CE 311	Structural Analysis and Steel Design
CE 321	Introduction to Environmental Engineering and Science
CE 331	Civil Engineering Project Management
CE 341	Introduction to Transportation Systems
CE 351	Water Resources Engineering
CE 361	Geotechnical Engineering
CE 474	Professional Issues for Civil Engineers
CE 475	Civil Engineering Capstone Design Project
CE	Two CE electives
MATH 161	Calculus I
MATH 162	Calculus II
MATH 263	Calculus III
MATH 264	Differential Equations with Linear Algebra
CHEM 107	General Chemistry I
PHYS 131	Physics I: Mechanics
	Or
PHYS 151	Accelerated Physics I: Mechanics and Thermodynamics
ES 101	Introduction to Engineering
ES 226	Statics
ES 230	Strength of Materials
	Approved CE science elective in BIOL, GEOL, or NEUR
	One approved CE engineering elective
	One approved Engineering/Mathematics/Science elective

	Two additional approved CE math or science electives

CE Electives: Any 200-level or higher, non-required course in CE (excluding STSC courses: CE 202, CE 203) No more than one full-credit CE Independent Study course credit can be used to fulfill the "Two CE electives" category. A petition must be approved for half credit CE Independent Study credits to be used to fulfill one of the "Two CE electives" category.

Engineering Electives: Any ES or CS course (excluding STSC courses); any 200-level or higher course in CE, CHE ECE, and ME (excluding STSC courses); any approved EGRS course (EGRS 261, EGRS 271, EGRS 352).

MATH Electives: Any 200-level or higher course in mathematics.

Science Electives: Any course from BIOL, CHEM, GEOL, PHYS or NEUR (excluding STSC courses).

CS courses (excluding STSC courses) count as engineering electives. However, a student may petition for the required science elective in BIOL/NEUR/GEOL (basic science) to be met by a CS course (excluding STSC courses) provided that the student has received credit for eight or more math and science courses that meet the civil engineering curriculum requirements. In no case can a CS course count as both an engineering elective and as a replacement for the required science elective in BIOL/NEUR/GEOL.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

ELECTRICAL AND COMPUTER ENGINEERING

Department Head
Professor Jouny
Associate Professor Yu (Acting Head, Spring)

Electrical and computer engineers, like all engineers, are problem-solvers. They plan and direct the design and development of electrical, electronic, electromechanical, and computing equipment. In addition, they apply computers as design tools, control systems, communications systems, and research resources. Careers in electrical and computer engineering are widely varied and include electronics design, communications, computing, manufacturing, wireless systems, electric power generation and distribution, consulting, and research.

The curriculum builds on the fundamentals in the physical and engineering sciences as well as mathematics and computer science. More than 20 percent of the program may include social sciences and humanities courses. Well-planned, hands-on engineering design experiences are woven into the curriculum. Facilities include computer systems, control systems, microelectronics, photonics, microwaves, VLSI and signal processing laboratories. Juniors and seniors are encouraged to undertake independent study and research projects.

The educational objectives of the Lafayette ECE Program are to produce graduates who, within 3-5 years after graduation, will:

- EO-1 Combine foundational knowledge of electrical and computer engineering and a liberal arts perspective to develop and communicate creative solutions to technical, societal, and business challenges.
- EO-2 Recognize the larger societal and ethical implications of their work and the responsibility to consider its impact on a wide range of stakeholders.
- EO-3 Practice lifelong learning through self-directed study and/or further formal education.
- EO-4 Demonstrate effective skills in teamwork and leadership.

Electrical and Computer Engineering Courses (p. 108)

Electrical and Computer Engineering, B.S. Major

Requirements

The program consists of a minimum of 15-16 major courses and 10-11 collateral courses:

MATH 161	Calculus I
MATH 162	Calculus II
MATH 182	Discrete Structures
MATH 263	Calculus III
MATH 264	Differential Equations with Linear Algebra
CHEM 107	General Chemistry I
PHYS 131	Physics I: Mechanics
	And
PHYS 133	Physics II: Electricity, Magnetism, and Waves
	Or
PHYS 151	Accelerated Physics I: Mechanics and Thermodynamics
	And
PHYS 152	Accelerated Physics II: Electricity, Magnetism, and Optics
ES 101	Introduction to Engineering Design
	One approved Engineering/Mathematics/Science elective
CS 104	Introduction to Game Programming
	Or
CS 105	Digital Media Computing
CS 150	Data Structures and Algorithms
CS 205	Software Engineering
	Or
ECE 414	Embedded Systems
ECE 211	Digital Circuits I
ECE 212	Digital Circuits II
ECE 221	Basic Electric Circuit Analysis
ECE 322	Introduction to Solid State Devices and Circuits
ECE 323	Analysis and Design of Solid State Circuits

ECE 331	Signals and Systems
ECE 332	Communications Systems
ECE 341	Engineering Electromagnetics
ECE 433	Industrial Electronics and Control Systems
ECE 491	Electrical & Computer Engineering Design Project I
ECE 492	Electrical & Computer Engineering Design Project II
ECE	Two approved ECE electives

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Electrical and Computer Engineering Minor

Requirements

The minor consists of six courses:

ECE 211	Digital Circuits I
ECE 221	Basic Electric Circuit Analysis
	Or
ES 103	Systems I
ECE 212	Digital Circuits II
	Or
CS 203	Computer Organization
	Or
ECE 331	Signals and Systems
	One approved 200-level CS or Engineering elective
	Two approved 300- or 400-level ECE electives

ENGINEERING, B.S. WITH INTERNATIONAL STUDIES, A.B.

Program Chair

Associate Professor Senra

Globalization of engineering and technology is increasing the number of attractive job opportunities in foreign countries for engineers with proficiency in a second language and an understanding of foreign cultures. This dual degree program helps students prepare for these careers with international corporations.

Students earn a Bachelor of Science degree in engineering (chemical, civil, electrical & computer, integrative (specializations in biomedical, energy and environments, or robotics) or mechanical) and a Bachelor of Arts in International Studies. Besides studying a chosen language, students take courses in international affairs, globalization, and other humanities or social science courses related to the countries or regions where the language of interest is spoken. The capstone experience, either a study abroad or internship abroad experience, involves total immersion in a non-English-speaking culture.

A.B. in International Studies Courses (p. 171)

B.S. Engineering Major with A.B. International Studies Major

Requirements

The major requires completion of the requirements for the B.S. in Chemical (p. 42), Civil, Electrical & Computer (p. 43), Integrative (p. 45), or Mechanical (p. 46) Engineering.

The major consists of a minimum of eight courses:

GOVT 102	Introduction to International Politics
IA 200	Globalization and Its Critics
IA 400	Senior Capstone in International Affairs
INS 401	International Studies Practicum I
INS 402	International Studies Practicum II
	Foreign Language
	Two electives

Foreign Language: Study of a foreign language through the advanced (211) level or equivalent proficiency.

Two Electives: Two additional electives selected in consultation with the Program Chair.

INS 401, INS 402: This requirement may also be met by a minimum two courses full-immersion experience in a country where the student's chosen language is spoken

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here (p. 8).

ENGINEERING STUDIES

Program Chair

Associate Professor Cohen

This degree provides a technical yet broad education that spans the physical and social sciences and the humanities; it is a liberal education for a technological age.

Students who choose this major value the analytical skills and technical literacy that the study of engineering provides. They do not intend to practice as design engineers, but want to be able to understand and communicate technical concepts and issues.

The curriculum provides a sound background in mathematics and physical science; basic engineering knowledge and problem-solving skills; concepts and analytical techniques relevant to specific areas of engineering; sensitivity to societal concerns through courses in history, government, economics, literature, and foreign cultures; and an understanding of human behavior through courses in psychology and sociology.

Engineering Studies Courses (p. 116)

Engineering, A.B. Major

Requirements

The program consists of a minimum of 10 major courses and 12 collateral courses:

ES 101	Introduction to Engineering Design
EGRS 251	Introduction to Engineering and Public Policy

EGRS 261	Engineering Economics and Management
EGRS 451	Seminar on Engineering and Society
	Three approved 200-level engineering electives
	Three approved 300 or 400-level engineering electives
MATH 161	Calculus I
MATH 162	Calculus II
MATH 263	Calculus III
CHEM 107	General Chemistry I
PHYS 131	Physics I: Mechanics
	Or
PHYS 151	Accelerated Physics I: Mechanics and Thermodynamics
ECON 101	Principles of Economics
MATH	One approved Mathematics elective
	One approved humanities elective
	Two approved science electives
	Two approved social science electives

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

INTEGRATIVE ENGINEERING

Program Chair
Professor Brandes

Modern socio-technical issues and challenges increasingly require complex solutions that bridge the traditional disciplinary boundaries of engineering and connect to many fields across the humanities, social sciences, and natural sciences. The Integrative Engineering (IntE) program enables students to apply their foundational knowledge in systems methods to an interdisciplinary area of focus at the intersection of traditional engineering disciplines. Graduates will be distinguished by their broad understanding of design and systems thinking and by their ability to communicate across engineering disciplines and related fields of science.

Students in this program are required to have a thematic focus in Bioengineering, Environment & Energy, or Robotics.

Integrative Engineering, B.S. Major

Program Chair
Professor Brandes
Requirements
The major consists of a minimum of 26 courses:

MATH 161	Calculus I
MATH 162	Calculus II
MATH 263	Calculus III
MATH 264	Differential Equations with Linear Algebra
CHEM 107	General Chemistry I
PHYS 131	Physics I: Mechanics
	Or
PHYS 151	Accelerated Physics I: Mechanics and Thermodynamics
CS 104	Introduction to Game Programming
	Or
CS 105	Digital Media Computing
EGRS 251	Introduction to Engineering and Public Policy
ES 101	Introduction to Engineering Design
ES 103	Systems I
ES 201	Systems II
ES 231	Nature of Engineering Materials
	Or
ES 232	Biomaterials Science
ES 301	Bioengineering Systems and Design
	Or
ES 302	Robotics Systems and Design
	Or
ES 303	Environment and Energy Systems Engineering
	One approved science elective
	Engineering Capstone sequence (two courses)
	Five approved Engineering focus theme courses
	Three approved Science/Math/Engineering focus theme courses
	Two approved focus theme electives

Focus theme courses are selected from one of three themes, Bioengineering, Robotics, or Environment & Energy Systems.

Capstone electives are selected in relation to the chosen theme.

Technical electives are selected from an approved list of courses.

Approved BS Engineering science electives are Biology 111, Biology 112, Chemistry 122, Physics 133 or Physics 152.

STEM electives are selected from an approved list of courses.

Divisional Theme electives are selected from approved courses outside the Engineering division.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

MECHANICAL ENGINEERING

Department Head
Associate Professor Sabatino
Professor Smith (Acting Head, Academic Year)

Associate Professor Brown (Assistant Head)

Like all engineers, mechanical engineers are problem solvers. They design, develop, and construct internal combustion engines, machinery, power plants, transportation vehicles, and biomedical devices. They work in manufacturing, marketing, management, research, education, and system design and development.

The department offers a comprehensive program that prepares students for professional work or further study. The curriculum includes a solid grounding in mathematics, science, and technology, along with electives in the humanities and social sciences. Design, a central component of mechanical engineering, is integrated throughout the curriculum. Students use contemporary engineering computer software and apply modern manufacturing processes in creating and constructing their design projects. Facilities include laboratories for modern manufacturing designs, internal combustion engines, thermo-fluids, controls, instrumentation, precision measurement, and materials. All majors do a year-long senior design project. Seniors may elect to do independent study or honors thesis research.

Mechanical Engineering Courses (p. 177)

Mechanical Engineering, B.S. Major

Requirements

The program consists of a minimum of 14 major courses and 12 collateral courses:

MATH 161	Calculus I
MATH 162	Calculus II
MATH 263	Calculus III
MATH 264	Differential Equations with Linear Algebra
CHEM 107	General Chemistry I
PHYS 131	Physics I: Mechanics
	And
PHYS 133	Physics II: Electricity, Magnetism, and Waves
	Or
PHYS 151	Accelerated Physics I: Mechanics and Thermodynamics
	And
PHYS 152	Accelerated Physics II: Electricity, Magnetism, and Optics
ES 101	Introduction to Engineering Design
ES 226	Statics
ES 230	Strength of Materials
ES 231	Nature of Engineering Materials
ME 210	Manufacturing and Design
ME 240	Dynamics
ME 331	Instrumentation and Data Acquisition
ME 352	Dynamics of Physical Systems and Electrical Circuits
ME 354	Thermodynamics
ME 355	Mechanical Engineering Design
ME 362	Fluid Mechanics
ME 470	Heat Transfer
ME 475	Thermal/Fluids Systems
ME 480	Control Systems and Mechatronics
ME 497	Senior Design Project I
ME 498	Senior Design Project II
ME	Two ME electives
	Science/mathematics elective

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Mechanical Engineering Minor

Requirements

The minor consists of a minimum of six courses:

ES 226	Statics
ES 101	Introduction to Engineering Design
	Or
	Or
HIST 215	History of Technology
	Two from
ES 230	Strength of Materials
ES 231	Nature of Engineering Materials
ME 210	Manufacturing and Design
ME 240	Dynamics
	2 approved 300 or 400 level ME classes

ENGLISH

Department Head

Professor Cefalu

In 1857, Lafayette became the first college in the world to establish a chair for the study of the English language and literature. Today more than ever, the English Department's curricula enhance the student's ability to read, analyze, and criticize texts, whether they are written, oral, digital, or visual. Success in diverse fields may confidently be founded on these skills, which are crucial to almost every personal and professional interaction.

English Courses (p. 118)

English Major, Literature Concentration

Requirements

The literature concentration within the English major is the traditional English major. It reflects a strong commitment to the major periods, authors, and forms. Students explore various critical methods, theories, and cultural traditions.

The major consists of a minimum of 10 courses:

ENG 205	Introduction to English Studies I
ENG 206	Literary History

Eight English electives:

ENG	Eight English Electives

Five of the eight ENG electives must be numbered 300 or above.

One of the electives must be a course in literature prior to 1700, one must be a course in literature focused in the years

1700-1900 and one must be a course in literature focused in the years 1900 and above.

No more than one semester of independent study or thesis may be included. ENG 100 (Intro to Academic Writing), ENG 202 (Writing Seminar), and ENG 272/273 (Internship) do not count toward the literature concentration.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

English Major, Writing Concentration

Requirements

The writing concentration within the English major allows students to concentrate on a variety of styles and forms, including creative writing, nonfiction, journalism, media, and rhetoric.

The major consists of a minimum of 10 courses:

ENG 205	Introduction to English Studies I
ENG 206	Literary History
ENG	Three ENG electives

Three English electives: Numbered 300 or above. One of the electives must be a course in literature prior to 1700, one must be a course in literature focused in the years 1700-1900 and one must be a course in literature focused in the years 1900 and above.

Three courses from:

ENG 150	Introduction to the Digital Humanities
ENG 151	Introduction to Creative Writing
ENG 231	Journalistic Writing
ENG 250	Writing Genres
ENG 251/FAMS 251	Screenwriting
ENG 252/FAMS 252	Writing for Television
ENG 254	Humor Writing
ENG 256	Fiction Writing Workshop
ENG 257	Poetry Writing Workshop

ENG 250: May be repeated for credit when they address different topics. The adviser will authorize counting special topics courses toward the concentration when they are offered with a writing focus.

Two courses from:

ENG 220	The English Language
ENG 350	Studies in Writing and Rhetoric
ENG 351	Environmental Writing
ENG 353	Advanced Journalistic Writing
ENG 361	Advanced Creative Writing: Poetry
ENG 362	Advanced Creative Writing: Short Fiction

ENG 350: May be repeated for credit when they address different topics. The adviser will authorize counting special topics courses toward the concentration when they are offered with a writing focus.

No more than one semester of independent study or thesis may be included. ENG 100 (Intro to Academic Writing), ENG 202 (Writing Seminar), and ENG 272 (Internship) do not count toward the writing concentration.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

English Minor

Requirements

The minor consists of a minimum of five courses:

ENG 205	Introduction to English Studies I
	Four ENG electives

Four English electives: Three of the four ENG electives must be numbered 300 or above

One semester of internship may count toward the five. ENG 100 (Academic Writing) and ENG 202 (Writing Seminar) may not count.

Writing Minor

Requirements

The minor consists of a minimum of five courses:

ENG 205	Introduction to English Studies I
	Or
ENG 206	Literary History

Two courses from:

ENG 150	Introduction to the Digital Humanities
ENG 151	Introduction to Creative Writing
ENG 231	Journalistic Writing
ENG 250	Writing Genres
ENG 251/FAMS 251	Screenwriting
ENG 252/FAMS 252	Writing for Television
ENG 254	Humor Writing
ENG 255	Creative Nonfiction
ENG 256	Fiction Writing Workshop
ENG 257	Poetry Writing Workshop

ENG 250: May be repeated for credit when they address different topics. The adviser will authorize counting special topics courses toward the concentration when they are offered with a writing focus.

Two courses from:

ENG 220	The English Language
ENG 350	Studies in Writing and Rhetoric
ENG 351	Environmental Writing
ENG 362	Advanced Creative Writing: Short Fiction

ENG 350: May be repeated for credit when they address different topics. The adviser will authorize counting special topics courses toward the minor when they are offered with a writing focus.

ENG 100 (College Writing) and ENG 202 (Writing Seminar) do not count toward the Writing minor. This minor is not open to English majors.

ENVIRONMENTAL SCIENCE AND STUDIES

Program Chair

Associate Professor Rothenberger
Associate Professor Liu (Acting Head, Spring)

The study of the environment is inherently an interdisciplinary enterprise. Environmental inquiry rightfully belongs in the humanities through inspiration and expression in art and literature, philosophy, religion, and also in the social sciences in economics, policy and law, history, and anthropology and social inquiry, and certainly in the natural sciences and engineering. Therefore, it makes perfect sense to develop and foster interdisciplinary programs with a focus on environmental inquiry in both the humanities and social sciences as well as in the natural sciences and engineering. The A.B. in Environmental Studies focuses on studies in the humanities and social sciences and the soon to be approved B.S. in Environmental Sciences will focus more on the natural sciences and engineering.

The Germanoski Award is given to a student majoring in Geology or Environmental Science who achieves high academic standing through hard work and diligence and who demonstrates a particular interest in environmental systems, earth surface processes, or hydrogeology.

Environmental Science (p. 126)/Environmental Studies Courses (p. 127)

Environmental Studies, A.B. Major

Requirements

The major consists of a minimum of 14 courses:

EVST 100	Introduction to the Environment: A Systems Approach
EVST 215/PSTD 215	Environmental Policy
EVST 290	Climate Change: The Facts, the Issues, and the Long-Term View
Or	
GEOL 115	Introduction to Geology: Earth-Evolution of a Habitable Planet
EVST 400	Capstone
Or	
EVST 495-496	Thesis
BIOL 111	Unity & Diversity of Biology
ECON 101	Principles of Economics
MATH 110	Statistical Concepts
Or	
MATH 186	Applied Statistics
	One approved Environmental Studies science elective
	Two approved Environmental Studies social science electives
	Two approved Environmental Studies humanities electives
	Two additional Environmental Studies electives

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Environmental Science, B.S. Major

Requirements

The major consists of a minimum of 20 courses:

EVST 100	Introduction to the Environment: A Systems Approach
EVST 400	Capstone
Or	
EVSC 495-496	Thesis
GEOL 110	Introduction to Geology: Environmental Geology
Or	
GEOL 120	Introduction to Geology: Geological Disasters-Agents of Chaos
EVST 290	Climate Change: The Facts, the Issues, and the Long-Term View
Or	
GEOL 115	Introduction to Geology: Earth-Evolution of a Habitable Planet
MATH 161	Calculus I
MATH 162	Calculus II
MATH 186	Applied Statistics
CHEM 107	General Chemistry I
CHEM 108	General Chemistry II
PHYS 111	General Physics-Mechanics and Thermodynamics
Or	
PHYS 131	Physics I: Mechanics
Or	
BIOL 111	Unity & Diversity of Biology
CE 321	Introduction to Environmental Engineering and Science
Or	
CHEM 201	Environmental Chemistry
BIOL 233	Environmental Problem Solving in Biology
Or	
BIOL 234	Environmental Biology
Or	
BIOL 272	Conservation Biology
	Two approved Environmental Studies electives
	Approved six course concentration in Hydrology and Aquatic Systems, Restoration Ecology, or Energy Resources

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Environmental Science Minor

Requirements

The minor consists of a minimum of six courses:

EVST 100	Introduction to the Environment: A Systems Approach
	Five electives

Five electives: Apportioned in three components: a core component, a technical elective component, and a policy/issues component.

Environmental Studies Minor

Requirements

The minor consists of a minimum of six courses:

EVST 100; two environmental po;icy/issues core course; one environmental science core course; one science elective; and one policy/issues elective.

FILM AND MEDIA STUDIES

Program Chair
Professor Sikand

Lafayette College's new interdisciplinary program in Film and Media Studies (FAMS) explores the moving image and digital media in art, culture, and society. FAMS combines rigorous theoretical study with hands-on practice, all within a rich liberal arts context. The FAMS major is effective beginning Fall 2010, with the new incoming class of 2014; the FAMS minor is available starting with the class of 2012.

FAMS emphasizes connections between cinema, visual media, electronic arts, social technologies, and cultural contexts. Since we live in an increasingly media-driven world, it is essential that students be able to analyze diverse visual and textual forms while honing their skills as effective communicators across an array of media platforms. The FAMS program situates the moving image within broader historical and social landscapes, examining the production, circulation, and cultural impact of different media on a global scale. Students focus on the moving image as an art form as well as a social medium, investigating the complexities of its history and employing it as a creative force and research tool.

Lafayette's FAMS program works actively to nurture relationships with established film and media artists, integrating career and advanced-study opportunities for students within local, regional, national, and international centers of film and media activity-connecting what goes on in the classroom to the larger world.

Film and Media Studies Courses (p. 129)

Film and Media Studies Major

Requirements

The major consists of a minimum of ten courses:

FAMS 101	Introduction to Film and Media Studies
FAMS 102	Integrated Practice I
FAMS 103	Foundations in Writing and Research
FAMS 220	Film Theory
	Or
FAMS 221	Media Theory
FAMS 420	Capstone
	Two approved 200-level electives
	Two approved 300-level electives
	One additional approved FAMS elective

FAMS major, via close consultation with programs advisers, will build depth and focus into their specific course of study. In dialogue with their advisers, students will select elective courses that best suit their interests, for example, choosing to focus on global issues in FAMS, on cinema history, or on new media.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Film and Media Studies Minor (Classes of 2023 and beyond)

Requirements

The minor consists of six courses:

FAMS 101	Introduction to Film and Media Studies
FAMS 102	Integrated Practice I
FAMS 103	Foundations in Writing and Research
	And
FAMS 220	Film Theory
	Or
FAMS 221	Media Theory
	And
	One additional course at the 200-level
	And
	One at the 300-level

GEOLOGY AND ENVIRONMENTAL GEOSCIENCES

Department Head
Associate Professor Sunderlin

Geology is the study of the earth and its history. The department offers both the Bachelor of Science and the Bachelor of Arts degree. The B.S. degree is designed to meet the needs of students who wish to become practicing geologists or environmental geoscientists, or who wish to pursue graduate degrees in the geosciences. One may pursue either a geology or an environmental geosciences track in the B.S. program. The A.B., in the tradition of liberal arts education, is designed to maximize flexibility for students who wish to study geology. The A.B. also is an ideal degree for students pursuing a double major; recent graduates have combined geology with areas such as Government and Law (environmental law), International Affairs, Economics (environmental management), and Chemistry.

The curriculum and the interests of the faculty span a wide range of topics from sedimentology, paleobiology, climate change, and geomorphology to geophysics, geochemistry, and earth materials. Field and laboratory work are integral parts of the curriculum and many opportunities exist for cooperative student-faculty research. Students have traveled as far as Alaska, Nevada, Mexico, Illinois and Iceland to perform cooperative research with Lafayette faculty, and many excellent projects also are available locally.

The James L. Dyson Scholarship Prize is given to a junior major for a summer field experience in geology, usually a summer field camp. The Arthur Montgomery Award is given to a student of high academic achievement whose leadership

and participation has contributed to the Geology Community at Lafayette College. The Ted and Georgia Metropolis Prize is given to a junior or senior Geology major who has exhibited high academic achievement and demonstrated enthusiasm for geology and environmental geoscience both in class and outside the classroom, and through service.

The Guy and Joyce Hovis Award is given to a student majoring in geology who, by dedicated effort in a rigorous academic program, has achieved distinction in science and math throughout his/her academic career, or who has come to achieve such distinction through steady improvement.

The Germanoski Award is given to a student majoring in Geology or Environmental Science who achieves high academic standing through hard work and diligence and who demonstrates a particular interest in environmental systems, earth surface processes, or hydrogeology.

Geology and Environmental Geosciences Courses (p. 146)

Geology, A.B. Major

Requirements

The major consist of a minimum of nine courses:

One course in Physical Geology:

GEOL 100	Introduction to Geology: From Fire to Ice
GEOL 110	Introduction to Geology: Environmental Geology
GEOL 120	Introduction to Geology: Geological Disasters-Agents of Chaos
GEOL 140	A Geologic Exploration of New Zealand's Dynamic Landscape
GEOL 150	The Geologic Evolution of the Hawaiian Islands
GEOL 160	Geology from A (Arches) to Z (Zion): The Geology of National Parks in the Western United States
GEOL 170	Geological and Paleobiological Evolution of Ecuador and the Galapagos Islands
GEOL 180	Iceland: Geology and Natural History of a Young Island

No more than one 100-level interim course may count as either the Physical Geology or Earth History course.

One course in Earth History:

GEOL 115	Introduction to Geology: Earth-Evolution of a Habitable Planet
GEOL 130	Introduction to Geology: Dinosaurs, Darwin, and Deep Time
GEOL 160	Geology from A (Arches) to Z (Zion): The Geology of National Parks in the Western United States

No more than one 100-level interim course may count as either the Physical Geology or Earth History course.

Additional required courses:

GEOL 200	Earth and Planetary Materials
GEOL	Six Geology electives

Geology electives: At least five courses at the 200-level or above, including at least two at the 300-level.

The six electives must include at least one course from each of the following sub-areas:

Solid Earth: (307, 317, 321, 322)

Earth's Surface (210, 215, 229, 300)

Atmosphere/Ocean/Biosphere (205, 315, 320)

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Geology, B.S. Major, Environmental Geosciences Track

Requirements for the BS Geology Major Environmental Geosciences Track

The major consists of a minimum of 11 major courses and 5 collateral courses:

One course in Physical Geology:

GEOL 100	Introduction to Geology: From Fire to Ice
GEOL 110	Introduction to Geology: Environmental Geology
GEOL 120	Introduction to Geology: Geological Disasters-Agents of Chaos
GEOL 140	A Geologic Exploration of New Zealand's Dynamic Landscape
GEOL 150	The Geologic Evolution of the Hawaiian Islands
GEOL 160	Geology from A (Arches) to Z (Zion): The Geology of National Parks in the Western United States
GEOL 170	Geological and Paleobiological Evolution of Ecuador and the Galapagos Islands
GEOL 180	Iceland: Geology and Natural History of a Young Island

No more than one 100-level interim course may count as either the Physical Geology or Earth History course.

One course in Earth History:

GEOL 115	Introduction to Geology: Earth-Evolution of a Habitable Planet
GEOL 130	Introduction to Geology: Dinosaurs, Darwin, and Deep Time
GEOL 160	Geology from A (Arches) to Z (Zion): The Geology of National Parks in the Western United States

No more than one 100-level interim course may count as either the Physical Geology or Earth History course.

Additional required courses:

GEOL 200	Earth and Planetary Materials
GEOL 205	Oceanography
	Or
GEOL 315	Paleoclimatology and Paleoceanography
GEOL 210	Hydrogeology
GEOL 215	Sedimentology and Stratigraphy
GEOL 300	Earth Surface Processes

GEOL 307	Igneous and Metamorphic Petrology
GEOL 317	Structure and Tectonics of the Earth
GEOL 322/CE 464	Environmental Geophysics
	One department approved environmental elective
MATH 125	Modeling and Differential Calculus
	And
MATH 186	Applied Statistics
	Or
MATH 161	Calculus I
	And
MATH 162	Calculus II
	Or
MATH 161	Calculus I
	And
MATH 186	Applied Statistics
CHEM 107	General Chemistry I
CHEM 108	General Chemistry II
	Or
GEOL 321	Geochemistry
PHYS 111	General Physics-Mechanics and Thermodynamics
	Or
PHYS 131	Physics I: Mechanics
	Or
PHYS 151	Accelerated Physics I: Mechanics and Thermodynamics

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Geology, B.S. Major, Geology Track

Requirements for Geology Track

The major consists of a minimum of 11 major courses and 5 collateral courses:

One course in Physical Geology:

GEOL 100	Introduction to Geology: From Fire to Ice
GEOL 110	Introduction to Geology: Environmental Geology
GEOL 120	Introduction to Geology: Geological Disasters-Agents of Chaos
GEOL 140	A Geologic Exploration of New Zealand's Dynamic Landscape
GEOL 150	The Geologic Evolution of the Hawaiian Islands
GEOL 160	Geology from A (Arches) to Z (Zion): The Geology of National Parks in the Western United States
GEOL 170	Geological and Paleobiological Evolution of Ecuador and the Galapagos Islands
GEOL 180	Iceland: Geology and Natural History of a Young Island

No more than one 100-level interim course may count as either the Physical Geology or Earth History course.

One course in Earth History:

GEOL 115	Introduction to Geology: Earth-Evolution of a Habitable Planet
GEOL 130	Introduction to Geology: Dinosaurs, Darwin, and Deep Time
GEOL 160	Geology from A (Arches) to Z (Zion): The Geology of National Parks in the Western United States

No more than one 100-level interim course may count as either the Physical Geology or Earth History course.

Additional required courses:

GEOL 200	Earth and Planetary Materials
GEOL 205	Oceanography
	Or
GEOL 315	Paleoclimatology and Paleoceanography
GEOL 215	Sedimentology and Stratigraphy
GEOL 300	Earth Surface Processes
GEOL 307	Igneous and Metamorphic Petrology
GEOL 317	Structure and Tectonics of the Earth
	Three technical electives from an approved list with at least one geology course and no more than one approved 100-level course.
MATH 125	Modeling and Differential Calculus
	And
MATH 186	Applied Statistics
	Or
MATH 161	Calculus I
	And
MATH 162	Calculus II
	Or
MATH 161	Calculus I
	And
MATH 186	Applied Statistics
CHEM 107	General Chemistry I
CHEM 108	General Chemistry II
	Or
GEOL 321	Geochemistry
PHYS 111	General Physics-Mechanics and Thermodynamics
	Or
PHYS 131	Physics I: Mechanics
	Or
PHYS 151	Accelerated Physics I: Mechanics and Thermodynamics

Department approved technical electives: With at least one 200-level or above geology course.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Geology Minor

Requirements

The minor consists of a minimum of five courses:

GEOL	Five Geology courses

Geology courses: At least three of which must be 200-level or above.

Additional geology courses may be found under Interim Session.

Geology majors must have specific permission of the instructor to take 100-level geology courses during the senior year.

GOVERNMENT AND LAW

Department Head
Professor Silverstein

Politics, leadership, individual rights, government, public policy-issues that dominate the daily lives of citizens around the world-are the focus of the Government and Law major. Students in this major address such questions as: What are the most critical political issues facing the United States and the world? What public policies make most sense in economics, education, urban revitalization, and protection of the environment?

The well-balanced curriculum offers an unusually broad selection of offerings in domestic and comparative law, foreign political systems, international issues, federalism, state and local politics, and civil liberties. Faculty work with students to include special interests in their course of study and many students participate, for academic credit, in the department's internship program.

Government and Law Courses (p. 151)

Government and Law Major

Requirements

The major consists of a minimum of 10 courses:

Three introductory courses from:

GOVT 101	Introduction to United States Politics
GOVT 102	Introduction to International Politics
GOVT 103	Introduction to Comparative Politics
GOVT 104	Introduction to Political Theory

Two seminar courses:

	Two 400-level seminars
	Or
	One 400-level seminar
	And
	Honors thesis

Five additional courses:

GOVT	Five additional Government and Law electives

Introductory Courses/Subfields

Exposure to each of the four subfields required (United States Politics, International Politics, Comparative Politics, Political Theory) AND exposure beyond the introductory level in at least three of the subfields:

United States Politics:

GOVT 101	Introduction to United States Politics
GOVT 207	Racial and Ethnic Minorities in American Politics
GOVT 211	State and Local Government and Politics
GOVT 213	Law and Society
GOVT 215	Campaigns and Elections in the U.S.
GOVT 218	Politics of Public Policy
GOVT 245	Early American Political Thought
GOVT 258	Political Opinion and Participation in the U.S.
GOVT 310	Politics, Policy, and Law in American Federalism
GOVT 311	Constitutional Law and Politics in the United States
GOVT 313	First Amendment in the United States: Law and Politics
GOVT 314	Liberty in the United States: Law and Politics
GOVT 315	Equality in the United States: Law and Politics
GOVT 320	The Presidency and Executive Politics
GOVT 321	Congress and the Legislative Process
GOVT 407	Law and Social Movements
GOVT 410	Personality and Supreme Court Decision Making
GOVT 421	American Political Economy

International Politics:

GOVT 102	Introduction to International Politics
GOVT 220	The United States and Latin American Relations
GOVT 230	International Politics of the Middle East and Persian Gulf
GOVT 231	Global Environmental Politics
GOVT 238	East Asian International Relations
GOVT 270	Chinese Foreign Policy
GOVT 331	Politics of the European Union
GOVT 332	Globalization and Security
GOVT 334	American Security Policy
GOVT 336	International Conflict
GOVT 405	US Foreign Policy in a Changing World
GOVT 412	Politics of European Integration
GOVT 415	Nationalism in World Politics
GOVT 419	Global Governance

Comparative Politics:

GOVT 103	Introduction to Comparative Politics
GOVT 223	Politics of Africa
GOVT 225	Politics of Russia, the Other Post-Soviet States, and Eastern Europe
GOVT 226	Political Regimes and Regime Change
GOVT 227	Latin American Political History from the Conquest to the Present
GOVT 228	Democratization and Democratic Breakdown
GOVT 230	International Politics of the Middle East and Persian Gulf
GOVT 412	Politics of European Integration
GOVT 415	Nationalism in World Politics
GOVT 420	Issues in Contemporary Latin American Politics

Political Theory:

GOVT 104	Introduction to Political Theory
GOVT 241	The Politics of Fashion
GOVT 242	African American Political Thought
GOVT 244	Modern Political Theory
GOVT 245	Early American Political Thought
GOVT 246	Recent American Political Thought
GOVT 248	Capitalism and its Critics
GOVT 341	Contemporary Political Thought
GOVT 414	Political Thought through Literature
GOVT 416	Critical Theory: Power and Resistance
GOVT 418	Race, Prisons, Citizenship

Prerequisite for 200- and 300-level courses in this group: GOVT 104, or permission of instructor.

Seminars:

GOVT 405	US Foreign Policy in a Changing World
GOVT 407	Law and Social Movements
GOVT 410	Personality and Supreme Court Decision Making
GOVT 412	Politics of European Integration
GOVT 414	Political Thought through Literature
GOVT 415	Nationalism in World Politics
GOVT 416	Critical Theory: Power and Resistance
GOVT 418	Race, Prisons, Citizenship
GOVT 419	Global Governance
GOVT 420	Issues in Contemporary Latin American Politics

General Courses:

GOVT 309	Scope and Methods of Political Science
GOVT 380	Internship
GOVT 390-391	Independent Study
GOVT 495-496	Thesis

Coordinate majors: Government and Law with Religion, and Foreign Languages and Literatures.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Government and Law Minor

Requirements

The minor consists of a minimum of six courses:

A general minor (three introductory courses and three mid-level courses in the respective subfields).

A subfield (concentration) minor (one introductory course and five other courses in the same subfield).

A thematic minor. A student who wants to pursue a thematic minor must submit a statement explaining the rationale and the plan behind his/her idea to the department head.

Introductory Courses/Subfields

United States Politics:

GOVT 101	Introduction to United States Politics
GOVT 207	Racial and Ethnic Minorities in American Politics
GOVT 211	State and Local Government and Politics
GOVT 213	Law and Society
GOVT 215	Campaigns and Elections in the U.S.
GOVT 218	Politics of Public Policy
GOVT 245	Early American Political Thought
GOVT 258	Political Opinion and Participation in the U.S.
GOVT 310	Politics, Policy, and Law in American Federalism
GOVT 311	Constitutional Law and Politics in the United States
GOVT 313	First Amendment in the United States: Law and Politics
GOVT 314	Liberty in the United States: Law and Politics
GOVT 315	Equality in the United States: Law and Politics
GOVT 320	The Presidency and Executive Politics
GOVT 321	Congress and the Legislative Process
GOVT 407	Law and Social Movements
GOVT 410	Personality and Supreme Court Decision Making
GOVT 421	American Political Economy

International Politics:

GOVT 102	Introduction to International Politics
GOVT 220	The United States and Latin American Relations
GOVT 230	International Politics of the Middle East and Persian Gulf
GOVT 231	Global Environmental Politics
GOVT 238	East Asian International Relations
GOVT 270	Chinese Foreign Policy
GOVT 331	Politics of the European Union
GOVT 332	Globalization and Security
GOVT 334	American Security Policy
GOVT 336	International Conflict
GOVT 405	US Foreign Policy in a Changing World
GOVT 412	Politics of European Integration
GOVT 415	Nationalism in World Politics
GOVT 419	Global Governance

Comparative Politics:

GOVT 103	Introduction to Comparative Politics
GOVT 223	Politics of Africa
GOVT 225	Politics of Russia, the Other Post-Soviet States, and Eastern Europe
GOVT 226	Political Regimes and Regime Change
GOVT 227	Latin American Political History from the Conquest to the Present
GOVT 230	International Politics of the Middle East and Persian Gulf
GOVT 412	Politics of European Integration
GOVT 415	Nationalism in World Politics
GOVT 420	Issues in Contemporary Latin American Politics

Political Theory:

GOVT 104	Introduction to Political Theory
GOVT 242	African American Political Thought
GOVT 241	The Politics of Fashion
GOVT 244	Modern Political Theory
GOVT 245	Early American Political Thought
GOVT 246	Recent American Political Thought
GOVT 248	Capitalism and its Critics
GOVT 341	Contemporary Political Thought
GOVT 414	Political Thought through Literature
GOVT 416	Critical Theory: Power and Resistance

GOVT 418	Race, Prisons, Citizenship

Prerequisite for 200- and 300-level courses in this group: GOVT 104, or permission of instructor.

Seminars:

GOVT 405	US Foreign Policy in a Changing World
GOVT 407	Law and Social Movements
GOVT 410	Personality and Supreme Court Decision Making
GOVT 412	Politics of European Integration
GOVT 414	Political Thought through Literature
GOVT 415	Nationalism in World Politics
GOVT 416	Critical Theory: Power and Resistance
GOVT 418	Race, Prisons, Citizenship
GOVT 419	Global Governance
GOVT 420	Issues in Contemporary Latin American Politics

General Courses:

GOVT 309	Scope and Methods of Political Science
GOVT 380	Internship
GOVT 390-391	Independent Study
GOVT 495-496	Thesis

GOVERNMENT AND LAW AND FOREIGN LANGUAGE

Government & Law and Foreign Language is a coordinate major between the departments of government and law, and foreign languages and literatures. This major is good preparation for students who are interested in pursuing careers or in focusing on intellectual issues that relate strongly to both political science and international studies and to foreign language.

The major provides the background needed for careers in diplomatic service, for work in international organizations or foundations, and for pursuing higher degrees in fields such as Area Studies and International Affairs.

Students may choose from three tracks: A coordinate major in (1) Government and Law and French, (2) Government and Law and German, or (3) Government and Law and Spanish.

Government & Law and Foreign Languages, French Track Major

Requirements

The major consists of a minimum of 13 courses:

GOVT 102	Introduction to International Politics
GOVT 103	Introduction to Comparative Politics
GOVT	One GOVT 400-level seminar
	Or
GOVT 390-391	Independent Study
	Or
GOVT 495-496	Thesis

Four electives from:

GOVT 227	Latin American Political History from the Conquest to the Present
GOVT 230	International Politics of the Middle East and Persian Gulf
GOVT 244	Modern Political Theory
GOVT 332	Globalization and Security
GOVT 334	American Security Policy
GOVT 336	International Conflict

French courses:

FREN 111	Intermediate French I
FREN 112	Intermediate French II
FREN 211	Advanced French

Three electives from:

FREN 225	Business French
FREN 323	Iconoclasts: Nineteenth- and Twentieth-Century French Literature
FREN 324	Turning the World Upside Down: French Civilization since 1789
FREN 495-496	Thesis in French

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Government & Law and Foreign Languages, German Track Major

Requirements

The major consists of a minimum of 13 courses:

GOVT 102	Introduction to International Politics
GOVT 103	Introduction to Comparative Politics
GOVT	One GOVT 400-level seminar
	Or
GOVT 390-391	Independent Study
	Or
GOVT 495-496	Thesis

Four electives from:

GOVT 332	Globalization and Security
GOVT 334	American Security Policy
GOVT 336	International Conflict
GOVT 341	Contemporary Political Thought

German courses:

GERM 111	Intermediate German I
GERM 112	Intermediate German II
GERM 211	Advanced German

Three electives from:

GERM 225	Business German
GERM 311	German and Austrian Identities as Reflected in Contemporary Media
GERM 322	German Literature and Culture after 1750
GERM 424	From Modernism to Postmodernism and Beyond: Literature and Film of the German-Speaking World in the Twentieth Century
GERM 441	Junior/Senior Seminar
GERM 495-496	Thesis in German

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Government & Law and Foreign Languages, Spanish Track Major

Requirements

The major consists of a minimum of 14 courses:

GOVT 102	Introduction to International Politics
GOVT 103	Introduction to Comparative Politics
GOVT	One GOVT 400-level seminar
	Or
GOVT 390-391	Independent Study
	Or
GOVT 495-496	Thesis

Four electives from:

GOVT 227	Latin American Political History from the Conquest to the Present
GOVT 332	Globalization and Security
GOVT 334	American Security Policy
GOVT 336	International Conflict

Spanish courses:

SPAN 111	Intermediate Spanish I
SPAN 112	Intermediate Spanish II
SPAN 211	Advanced Spanish

Four electives from:

SPAN 225	Business Spanish
SPAN 311	Survey of Spanish Literature II
SPAN 313	Texts and Contexts: Iberia (post-1900)
SPAN 314	Texts and Contexts: Latin America (post-1900)
SPAN 318	Survey of Spanish American Literature II
SPAN 428	Seminar in Modern Spanish American Literature and Culture
SPAN 495-496	Thesis in Spanish

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

HISTORY

Department Head

Professor Pite
Associate Professor Goshgarian (Assistant Head, Fall)
Associate Professor Zallen (Assistant Head, Spring)

The study of history is an essential feature of a liberal arts education. Historians examine how people living in different times and places understood their world and acted within it. Students taking history courses at Lafayette acquire knowledge about past events around the globe, develop analytical skills, and are taught to think both about historical specificities and about connections across time and space. The curriculum also teaches apprentice historians how to ask important questions about the past, how to research answers to those questions, and then how to communicate findings in compelling prose and clear oral presentations. These research, analytical, and expository skills are essential for the proper understanding of history, but they are also valuable in a wide range of other endeavors that students pursue both during their college careers and afterwards. History majors graduate with a complex understanding of the past and with the skills necessary to both understand and help transform the social and cultural contexts they inherited.

History Courses (p. 158)

History Major

Requirements

The major consists of a minimum of 10 courses:

HIST 105	History of the Modern World
HIST 110-149	One Introduction to History Seminar
HIST 206	The Politics and Practice of History
HIST 350-399	Two Research Seminars
HIST	One additional 300/400-level History elective
HIST	Four additional History electives

History Distribution Requirement

The ten courses must consist of at least one course focused on the history of the United States; at least one course focused on the history of Europe (including Eastern Europe and Russia); and at least one course focused on the history of Africa, Asia, Latin America,or the Middle East.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Global History Concentration

Requirements

Students who major in history and fulfill all the other requirements of the major, but who also meet the following requirements, will be recognized as having completed a Concentration in Global History. The Concentration in Global History consists of five History courses, including HIST 105, a research seminar or colloquium that focuses on global history, plus three other courses that focus on global history. Students must satisfy all of the regular requirements for the history major. Courses can count toward both the general requirements for the History major and the requirements for the Concentration in Global History.

Global History Minor

Requirements

The minor consists of a minimum of five courses:

The Minor in Global History consists of five History courses, including HIST 105, a research seminar or colloquium that focuses on global history, plus three other courses that focus on global history (see list of "global" history courses). This minor is distinct from the History minor.

Global History Courses

HIST 105	History of the Modern World
HIST 114	Food Histories in the Americas
HIST 115	The Crusades
HIST 118	The Cold War
HIST 120	History in Pictures
HIST 212	The Middle East in the Mind of America, America in the Mind of the Middle East
HIST 215	History of Technology
HIST 238	Global Stimulants: Histories of Coffee, Tea, and Yerba Mate
HIST 261	Slavery in the Americas
HIST 276	Conquest: A History
HIST 310	Colloquium: Human Rights and Modern War

History Minor

Requirements

The minor consists of a minimum of five courses:

HIST 206	The Politics and Practice of History
HIST 350-399	Research Seminar
HIST	Three approved History electives

INTERDISCIPLINARY STUDIES

Lafayette encourages students to integrate and evaluate the knowledge gained in many different courses and departments through a number of interdisciplinary academic programs.

Interdisciplinary Majors: (an asterisk denotes that this program also offers a minor. Other interdisciplinary minors are listed below.)

- Africana Studies* (p. 32)
- Asian Studies* (p. 34)
- Biochemistry (p. 35)
- Environmental Science* (p. 47)
- Environmental Studies* (p. 47)
- Government & Law and Foreign Language (p. 54)
- International Affairs (p. 58)
- Mathematics & Economics (p. 63)
- Neuroscience (p. 66)
- Policy Studies (p. 68)
- Religion & Politics (p. 72)
- Russian & East European Studies* (p. 73)
- Women's & Gender & Sexuality Studies* (p. 75)
- Self-Designed Major: A student may develop an individual interdisciplinary A.B. program. Petitions for such majors must be endorsed by three faculty members representing the disciplines involved and must be approved by the Student Affairs Committee.

Architectural Studies Minor

Coordinator: Professor Mattison (Art), Associate Professor Veshosky (Civil and Environmental Engineering)

Requirements

The minor consists of a minimum of six courses:

ART 120	Architectural Design and Theory
ART 126	History of Architecture
	Four electives

Electives are to be selected from an approved list, with at least one from each of three perspectives: historical, design, and engineering.

Biotechnology/Bioengineering Minor

Coordinator: Associate Professor Yu (Electrical and Computer Engineering)

Requirements

The minor consists of a minimum of five courses:

BIOL 112	Biomolecular Foundations of Biology
	Four electives

Elective must include at least one from an approved list of natural science courses, and at least one from an approved list of engineering courses

Students are encouraged to take at least three courses from departments other than their own and pursue a bio-oriented independent study or honors thesis. It is the responsibility of the student to fulfill any prerequisites.

Computational Methods Minor

Coordinator: Associate Professor Xia (Computer Science)

Requirements

The minor consists of a minimum of five courses:

CS 104	Introduction to Game Programming
	Or
CS 105	Digital Media Computing
	Or
CM 151	Introduction to Computational Science
	Three electives

Electives are to be selected from an approved list, allowing students to develop their own gerontology focused interest.

Data Science Minor

Coordinator: Associate Professor Gaugler (Mathematics)

Requirements

The minor consists of six courses:

DS 201	Principles of Data Science
	Five electives

Electives are to be selected from approved lists in applied statistics, computer science or computational methods, data science core, data science topics, and data science applications.

Documentary Storymaking

Coordinator: Associate Professor N. Sikand (Film and Media Studies)

Requirements

The minor consists of a minimum of five courses:

DOC 150	Introduction to Documentary Storymaking
DOC 250	Documentary Storymaking Bridge
DOC 370	Capstone in Documentary Storymaking
	And
	Two additional courses

Indigenous Studies Minor

Requirements

The minor consists of five courses:

Five approved electives

No more than two courses from any one department can count towards fulfilling the minor's requirement. If a student has declared a major in a department offering courses that also count towards the minor, no more than two of those courses can count for both the minor and towards completing the major program.

Italian Studies Minor

Coordinator: Professor Cummings (Music)

Requirements

The minor consists of a minimum of six courses:

ART 223	Italian Renaissance Art

	Or
ART 226	Age of Michelangelo
CL 101	Survey of European Literature I
	Or
HIST 222	Reformation to Revolution: Early Modern Europe
MUS 260	[Italian] Music and [Italian] Identity
	Three electives

Electives: At least one elective must be at the 300-level. Electives are selected in consultation with the program coordinator.

Minor Electives

ART 216	Byzantine Art
ART 221	Ancient Art
ART 223	Italian Renaissance Art
ART 224	Baroque Art
ART 226	Age of Michelangelo
ART 340	Seminar in Art History
CL 101	Survey of European Literature I
CLSS 103	Classical Mythology
CLSS 123	Roman Military and Warfare
CLSS 230	Insiders and Outsiders in Ancient Rome
CLSS 335	Roman Technology and Engineering
GOVT 331	Politics of the European Union
GOVT 412	Politics of European Integration
HIST 115	The Crusades
HIST 202	History of Ancient Rome
HIST 208	The Middle East (1200-1700): Arabs, Crusaders, Mongols, Turks and More
HIST 221	Rome to Renaissance: Medieval Europe
HIST 222	Reformation to Revolution: Early Modern Europe
INDS 105	Language and History: Renaissance Italy
LAT 101	Elementary Latin I
LAT 102	Elementary Latin II
LAT 111	Intermediate Latin I
LAT 112	Intermediate Latin II
LAT 211	Advanced Latin
INDS 214	Journey to Rome: Approaching and Exploring the Eternal City
MUS 272	Experiencing Opera
MUS 372	Experiencing Opera
PHIL 214	Ancient Greek Philosophy: Socrates, Plato, and Aristotle
REL 214	Christianity: From Jesus to the Third Millennium
REL 301	Philosophies of Religion
	Italian (ITAL) Courses through LVAIC program at DeSales may be included

Jewish Studies Minor

Coordinator: Professor Peleg (Governments and Law)

Requirements

The minor consists of a minimum of five courses:

REL 213	Judaism: Faith, Communities, Identity
	Four approved electives

Electives are to be selected from courses in both the humanities and social sciences from at least three departments.

Not more than two courses in Hebrew may be applied toward the minor requirements, both of which must be intermediate level.

Electives should be chosen in consultation with the Jewish Studies coordinator from the listing and from special courses offered in cooperation with the Berman Center for Jewish Studies.

Latin American and Caribbean Studies Minor

Coordinator: Associate Professor Hendrickson (Religious Studies)

Requirements

The minor consists of a minimum of six courses:

Of the three approved electives, one must be at the 300- or 400-level.

LACS 101	Introduction to Latin American & Caribbean Studies
LACS 201	Perspectives and Debates in Latin American & Caribbean Studies
FREN 112	Intermediate French II
	Or
SPAN 112	Intermediate Spanish II
	Three approved LACS electives

Electives may be selected from:

A&S 208	Mapping Identities: Race, Ethnicity, & Residential Segregation in 1920's Easton, PA
EGRS 480	Sustainable Solutions
GOVT 227	Latin American Political History from the Conquest to the Present
HIST 245	Latin America: The Colonial Period
HIST 246	Latin America: The National Period
HIST 345	Colloquium: Histories of Argentina (and its Neighbors)
SPAN 304	Texts and Contexts: Latin America (pre-1900)
SPAN 314	Texts and Contexts: Latin America (post-1900)
SPAN 317	Visual Cultures of US Latinx
SPAN 318	Survey of Spanish American Literature II
SPAN 370	Seminar on Translation
SPAN 421	Seminar in the Literature and Culture of the New World
SPAN 428	Seminar in Modern Spanish American Literature and Culture
SPAN 435	Research Seminar in Hispanic Literature and Civilization

Medieval, Renaissance, and Early Modern Studies Minor

Coordinators: Professor Duhl (Foreign Languages and Literatures), Professor Ziolkowski (Religious Studies)

Requirements

The minor consists of a minimum of five courses:

Students must complete an introductory, two intermediate and two advanced courses from an approved list.

Courses are selected in consultation with the adviser from one of three clusters: Medieval, Renaissance-Reformation, or 17th-18th Century.

Organizational Studies Minor

Requirements

Courses

ORGS 201	Introduction to Organizational Studies
	Two approved electives - Category A
	Three approved electives - Category B

Category A and B electives are selected from an approved list of courses.

No more than two courses from any one department will count towards fulfilling the minor's requirements.

INTERNATIONAL AFFAIRS

Program Chair

Professor von Wahl

The mission of the International Affairs Program at Lafayette College is to educate students to think globally and to consider issues from a variety of perspectives. Through its goal to have students attain global knowledge and awareness, the program is committed to fostering respect for different perspectives. The interdisciplinary I.A. major helps students to appreciate the complex interaction that shapes the relationships between people of different backgrounds. Students gain a multifaceted perspective on global issues by achieving proficiency in at least one foreign language, as well as knowledge of several disciplines.

By understanding other cultures and perspectives, the I.A. major becomes more appreciative of his/her own culture and its perspectives. The I.A. Program, which strongly encourages all students to have a significant international experience by spending at least one semester in a non-English speaking country, prepares them to meet the challenges of an increasingly globalized world.

International Affairs Courses (p. 165)

International Affairs Major

Requirements

The major consists of a minimum of 12 courses:

In consultation with an adviser and the program chair, students will design a six-course interdisciplinary program of study that will focus on a region (at least three courses) and a theme (at least three courses).

Some of the courses for the concentration may be taken abroad with the approval of the adviser and program chair. All courses must be beyond the introductory level.

Students must demonstrate competency in a second language (via test or course work) through the advanced (211) level. The second language must be appropriate to the student's field of inquiry.

Three introductory courses from:

A&S 102	Cultural Anthropology
ECON 101	Principles of Economics
GOVT 102	Introduction to International Politics
HIST 105	History of the Modern World
REL 101	Religions in World Cultures

Additional required courses:

IA 200	Globalization and Its Critics
IA 280	Research Methods in International Affairs
IA 400	Senior Capstone in International Affairs
	Six IA Region and Theme electives

Students will have three options in designing their concentrations:

1. A student may choose to take three courses each in faculty-developed region and thematic concentrations that are approved by the International Affairs Advisory Committee;
2. A student may develop her/his own concentrations and propose them to the adviser and to program chair. The student must submit to his/her IA adviser a written statement that provides a rationale for how the set of courses contributes to her/his concentrations, and how the proposed theme and region are integrated;
3. A student may combine a pre-approved concentration in a region/theme with a self-proposed concentration in a theme/region in consultation with his/her adviser and program chair. The student must submit to his/her IA adviser a written statement that provides a rationale for how the set of courses contributes to his/her proposed concentration, and how the proposed theme and region are integrated.

All International Affairs majors are strongly encouraged to study abroad.

Examples of Geographic Regions (courses from at least 2 departments): Africa, Asia, Western Europe, Latin America and Caribbean, Russia and Eastern Europe

Examples of Themes (courses from at least 2 departments): Conflict & Diplomacy, Development Studies, Gender Issues in a Changing World, Culture, Power and Identity in the Modern World

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

LANGUAGES AND LITERARY STUDIES

Department Head

Professor Duhl
Associate Professor Quiros (Acting Head, Spring)
Professor Geoffrion-Vinci (Assistant Head)

The curriculum in Languages and Literary Studies (LLS) is designed to help students develop linguistic proficiency and cultural competency, both of which facilitate freedom of thought and movement throughout people's personal and professional lives. In advanced courses, students gain an understanding of the literature, politics, history, and cultures

of the world regions in which the target language is (or was) spoken. Joining Art, English, Music, Philosophy, and Religious Studies, LLS belongs to the Humanities Division of the College; as such, the Department is firmly committed to the "mind-freeing" educational mission of the liberal arts.

LLS offers majors and minors in French, German, and Spanish, as well as minors in a variety of other languages. Course work in the Department's nine languages also plays a significant role in many interdisciplinary degree programs at Lafayette: Chinese and Japanese support the major and minor in Asian Studies; Russian language and literature are the backbone of the major in Russian & East European Studies; Greek and Latin are the foundation of the minor in Classical Civilization; Modern Hebrew is essential to the minor in Jewish Studies; Spanish is the mainstay of the minor in Latin American & Caribbean Studies. LLS is also home to Comparative Literature, which offers a wide selection of courses taught in English.

The Department encourages all majors to take at least one course in Comparative Literature and to participate in an approved study-abroad program, either for an entire academic year, a college semester, or a summer (i.e., summer programs sponsored by Lafayette and other Lehigh Valley Association of Independent Colleges).

Language course placement: Language level and subsequent course placement will be determined by the Languages and Literary Studies Department. All students should submit any relevant AP, IB, or SAT2 subject test scores to the Registrar or, when possible, take the online placement exam prior to registering for a language course.

Chinese

College may be the first opportunity you have to study Chinese. So, forget the myth that you have to start learning another language in childhood. College can help young adults become faster and more effective language learners than small children. With a little imagination and hard work, Chinese studies at Lafayette can lead to an amazing study-abroad experience. And for each additional year of language studies, research shows a wide range of benefits, including improved verbal and math scores on entrance exams (GREs, MCATs, LSATs). Advanced language studies lead to greater opportunities for admission to graduate and professional schools and greater access to career-oriented jobs.

Chinese Courses (p. 101)

Chinese Minor

Requirements

The minor consists of a minimum of five courses:

CHN 111	Intermediate Chinese I
CHN 112	Intermediate Chinese II
CHN 211	Advanced Chinese I
CHN 212	Advanced Chinese II
CHN	One 300-level CHN course

One 300-level CHN course: Students are also required to complete at least one 300-level course in Chinese or, in consultation with a faculty adviser in Chinese, another subject area with a significant Chinese-language component.

Note: Chinese counts toward the major and minor in Asian Studies.

Classics and Classical Languages: Greek and Latin

College may be the first chance you have to study Classical Greek or Latin, both of which will provide you with a window to many exciting opportunities. Greek and Latin are critical to the study of Law, Life Sciences, Natural Sciences, and Social Sciences. In fact, for each additional year of language studies, research shows a wide range of benefits, including improved verbal scores on graduate and professional school entrance exams (GREs, MCATs, LSATs). In addition to Greek and Latin, Lafayette offers an interdisciplinary minor in Classical Civilization, which provides a strong foundation in Mediterranean history and cultures, particularly the glories that were Greece and the grandeur that was Rome.

Classics Courses (p. 104)/Greek Courses (p. 157)/Latin Courses (p. 173)

Classical Civilization Minor

Requirements

The minor consists of a minimum of six courses:

Either three language courses in Latin and/or Greek or three courses in Classical Civilizations; and three approved electives selected in consultation with the program chair.

Classical Civilizaton Electives	
ART 101	Introduction to Art History I
ART 221	Ancient Art
CLSS 103	Classical Mythology
CLSS 220	From Aeschylus to Woody Allen: Greek Tragedy and Beyond
CLSS 225	Ancient Science and Medicine: Greek and Latin Terminology and Scientific Culture
CLSS 230	Insiders and Outsiders in Ancient Rome
CLSS 320	Greeks and Barbarians
CLSS 335	Roman Technology and Engineering
INDS 214	Journey to Rome: Approaching and Exploring the Eternal City
PHIL 214	Ancient Greek Philosophy: Socrates, Plato, and Aristotle
REL 202	Christian Scriptures
REL 213	Judaism: Faith, Communities, Identity
Language Electives	
GRK 101	Elementary Greek I
GRK 102	Elementary Greek II
GRK 111	Intermediate Greek I
GRK 112	Intermediate Greek II
LAT 101	Elementary Latin I
LAT 102	Elementary Latin II
LAT 111	Intermediate Latin I
LAT 112	Intermediate Latin II
LAT 211	Advanced Latin

Comparative Literature

In addition to its language programs, the Department of Foreign Languages & Literatures offers Comparative Literature, which, broadly defined, is the study of literary works from different cultures. At Lafayette, all courses in Comparative Literature are taught in English. Students can minor in Comparative Literature.

Comparative Literature Courses (p. 103)

Comparative Literature Minor

Requirements:

The minor consists of a minimum of five courses:

CL 101	Survey of European Literature I
CL 102	Survey of European Literature II

And three additional electives from:

CL 161	Literary Masters of Tsarist Russia
CL 162	Soviet and Russian Literature: Avant-garde to Putin
CL 301	French Cinema in English
CL 351	Special Topics in Literature in Translation
CL 460	Reading and Research in Comparative Literature
CLSS 103	Classical Mythology
ENG 205	Seminar in Textual Practices

French

French Courses (p. 133)

French Major

Requirements

Students are required to complete the language sequence up to and including Advanced French (FREN 101-FREN 102, FREN 111-FREN 112, and FREN 211) or demonstrate equivalent proficiency that would allow for advanced placement.

The major consists of a minimum of five courses beyond Advanced French:

FREN	Two 300-level FREN courses
FREN	Three 400-level FREN courses

Two 300-level FREN courses, Three 400-level FREN courses: Following completion of the language sequence, majors are required to take at least two 300-level courses and three 400-level courses, one of which must be taken during the senior year.

In some cases, approved courses other than those listed above (including those taken at other institutions) may be used to satisfy the requirements for the major.

The Department recommends that students who plan to undertake graduate work in French complete all the courses in the FREN 421, FREN 422, FREN 423, and FREN 424 sequence and, in the senior year, pursue honors work. All majors are urged to take one or more courses in Comparative Literature.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

French Minor

Requirements

The minor consists of a minimum of five courses:

FREN 111	Intermediate French I
FREN 112	Intermediate French II
FREN 211	Advanced French
FREN	Two 300-level FREN courses

Two 300-level FREN courses: Following completion of the language sequence, minors are required to take at least two 300-level courses.

In some cases, approved courses other than those listed above (including those taken at other institutions) may be used to satisfy the requirements for the minor.

French Course Level Information

French Seminars (French 400s):

The general prerequisite is one course at the 300 level. Students who perform exceptionally well in FREN 211 may be admitted with permission of the instructor.

Language Courses (French 100s and 200s):

Students with two or more years of high-school French should submit their AP, IB, or SATII score to the Registrar or take the placement test administered by the Department. First-year students should take the online placement test prior to registration. Continuing students should make an appointment with the Foreign Languages & Literatures Department Head to take the exam prior to registration.

Literature, Culture, and Civilization Courses (French 300s):

The general prerequisite for courses in this group is FREN 211 or equivalent proficiency. Students who perform exceptionally well in FREN 112 may be admitted with approval of the instructor.

German

German Courses (p. 149)

German Major

Requirements

Students are required to complete the language sequence up to and including Advanced German (GERM 101-GERM 102, GERM 111-GERM 112, and GERM 211) or demonstrate equivalent proficiency that would allow for advanced placement.

The major consists of a minimum of five courses beyond Advanced German:

GERM	Five 300/400-level GERM courses

Five 300/400-level GERM courses: Following completion of the language sequence, majors are required to take at least five 300/400-level course, (GERM 225 may be used as one of the electives), one of which must be taken during the senior year.

The Department recommends that students who plan to undertake graduate work in German pursue honors work in their senior year. All majors are urged to take one or more courses in Comparative Literature. In some cases, courses taken at other institutions may be used to satisfy the requirements for the major.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

German Minor

Requirements

The minor consists of a minimum of five courses:

GERM 111	Intermediate German I
GERM 112	Intermediate German II
GERM 211	Advanced German
GERM	Two 300/400-level GERM courses

Two 300/400-level GERM courses: Following completion of the language sequence, minors are required to take at least two 300/400-level course, (GERM 225 may be used as one of the electives), one of which must be taken during the senior year.

In exceptional cases, approved courses other than those listed may be used to satisfy the requirements for the minor.

German Course Level Information

Language Courses (German 100s and 200s):

Students with two or more years of high school German should submit their AP, IB, or SAT II score to the Registrar or take the placement test administered by the Department. First-year students should take the online placement test prior to registration. Continuing students should make an appointment with the Foreign Languages & Literatures Department Head to take the exam prior to registration.

Literature, Culture, and Civilization Courses (German 300s):

The general prerequisite for courses in this group is GERM 211, GERM 225, or equivalent proficiency. Students who perform exceptionally well in GERM 112 may be admitted with approval of the instructor.

Hebrew

College may be the first opportunity you have to study Modern Hebrew. So, forget the myth that you have to start learning another language in childhood. College can help young adults become faster and more effective language learners than small children. With a little imagination and hard work, Hebrew studies at Lafayette can lead to an amazing study-abroad experience. And for each additional year of language studies, research shows a wide range of benefits, including improved verbal and math scores on entrance exams (GREs, MCATs, LSATs). Advanced language studies lead to greater opportunities for admission to graduate and professional schools and greater access to career-oriented jobs.

Note: Hebrew counts toward the minor in Jewish Studies.

Hebrew Courses (p. 157)

Japanese

For over a millennium, the arts, philosophy, and literature of Japan have drawn upon and contributed to East Asian civilization. Today, the State Department considers knowledge of Japanese "critical" to U.S. global interests, especially in trade and finance. Attentive to your level of experience in language studies and your academic areas of specialization, Lafayette offers classes to suit your needs. In Japanese-language courses, you may focus on basic conversation and literacy, or you may work on more advanced skills, such as letter-writing and cultural analysis of literature or pop-culture. Courses in Japanese language are also an essential component of Lafayette's interdisciplinary major and minor in Asian Studies, which will give you a strong foundation in the history, arts, and cultures of Japan and East Asia.

Note: Japanese counts toward the major and minor in Asian Studies.

Japanese Courses (p. 171)

Russian

College may be the first opportunity you have to study Russian. So, forget the myth that you have to start learning another language in childhood. College can help young adults become faster and more effective language learners than small children. With a little imagination and hard work, Russian studies at Lafayette can lead to an amazing study-abroad experience. And for each additional year of language studies, research shows a wide range of benefits, including improved verbal and math scores on entrance exams (GREs, MCATs, LSATs). Advanced language studies lead to greater opportunities for admission to graduate and professional schools and greater access to career-oriented jobs.

Russian Courses (p. 205)

Russian Minor

Requirements

The minor consists of a minimum of five courses:

RUSS 111	Intermediate Russian I
RUSS 112	Intermediate Russian II
	Electives

Electives: Following completion of the language sequence, minors are required to take three adviser-approved electives.

Note: Russian language and literature courses also count toward the major in Russian and East European Studies.

Spanish

Spanish Courses (p. 206)

Spanish Major

Requirements

Students are required to complete the language sequence up to and including Advanced SPAN 211 or demonstrate equivalent proficiency that would allow for advanced placement.

The major consists of a minimum of seven courses beyond SPAN 211 or 215.

Following completion of the language sequence, majors are required to take at least five courses at the 300-level including at least two courses from Foundations in Hispanophone Studies:

SPAN 300-339

At least one from Focused Themes of Inquiry:

SPAN 340-380

Two 400-level seminars:

SPAN 435	Research Seminar in Hispanic Literature and Civilization

SPAN 436	Research Seminar in Hispanic Culture and Civilization

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Spanish Minor

Requirements

The minor consists of a minimum of four courses:

SPAN 211	Advanced Spanish
	Or
SPAN 215	Spanish for Heritage Speakers

The minor consists of a minimum of four courses, SPAN 211 or 215 and three Spanish electives with at least two courses from Foundations in Hispanophone Studies and at least one from Focused Themes of Inquiry or a 400-level seminar.

Foundations-in-Hispanophone-Studies	
	SPAN 300-339
Focused-Themes-of-Inquiry	
	SPAN 340-380
	Or
SPAN 435	Research Seminar in Hispanic Literature and Civilization
	Or
SPAN 436	Research Seminar in Hispanic Culture and Civilization

Spanish Course Level Information

Heritage Speakers (Spanish 215):

Students with a personal or historical connection to the language but limited formal study may take SPAN 215 to demonstrate advanced-level proficiency. They should also work closely with their Spanish adviser to address specific academic needs not met in the classroom. Those who have already had formal schooling in Spanish prior to starting college are encouraged to begin at the 300 or 400 level.

Language Courses (Spanish 100s and 200s):

Students with two or more years of high school Spanish should submit their AP, IB, or SAT II score to the Registrar or take the placement test administered by the Department. First-year students should take the online placement test prior to registration. Continuing students should make an appointment with the Foreign Languages & Literatures Department Head to take the exam prior to registration. Students with two or more years of high school Spanish are not eligible to take SPAN 101. Students with four or more years of high school Spanish are not eligible to take SPAN 102 or SPAN 103.

Literature, Culture, and Civilization Courses (Spanish 300s):

The general prerequisite is SPAN 211, equivalent proficiency, or permission of the instructor.

Seminars (Spanish 400s):

The general prerequisite is one course at the 300 level.

MATHEMATICAL SCIENCES

Department Head

Professor Berkove
Associate Professor Liebner (Assistant Head)

The mathematics programs provide a rigorous introduction to the central ideas of algebra and analysis, complemented with electives of direct interest to students who intend to pursue careers in actuarial science, data analysis, finance, higher education, management, secondary education, and many other fields in which mathematical techniques are used or taught. Students who have pursued less mathematics-centered careers, like law and medicine, have found that the mathematician's habits of logical thought and careful abstraction are valuable there, too. Small upper-level classes, seminars, and independent study and research projects give mathematics students the opportunity to study particularly interesting topics in depth.

Bachelor of Arts in Mathematics and Economics:
See Mathematics and Economics (p. 63)

Mathematical Sciences Courses (p. 174)

Mathematics, B.S. Major

Requirements

The program consists of a minimum of 13 major courses and 3 collateral courses:

MATH 161	Calculus I
MATH 162	Calculus II
MATH 263	Calculus III
MATH 290	Transition to Theoretical Mathematics
MATH 300	Vector Spaces
MATH 351	Abstract Algebra I
MATH 356	Introduction to Real Analysis
MATH 400	Senior Seminar
	Or
MATH 495-496	Thesis
MATH	Five MATH electives

Five additional Mathematics electives: Must be numbered 300 or higher. At least one 300-level elective must have MATH 351 or MATH 356 as a prerequisite. MATH 264 or MATH 282 may replace one 300-level elective.

Collateral courses	
PHYS 131	Physics I: Mechanics
	Or
PHYS 151	Accelerated Physics I: Mechanics and Thermodynamics
PHYS 133	Physics II: Electricity, Magnetism, and Waves
	Or
PHYS 152	Accelerated Physics II: Electricity, Magnetism, and Optics
CS 104	Introduction to Game Programming
	Or
CS 105	Digital Media Computing
	Or
CM 151	Introduction to Computational Science

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Mathematics, A.B. Major

Requirements

The major consists of a minimum of 10 courses:

MATH 161	Calculus I
MATH 162	Calculus II
MATH 263	Calculus III
MATH 290	Transition to Theoretical Mathematics
MATH 300	Vector Spaces
MATH 351	Abstract Algebra I
MATH 356	Introduction to Real Analysis
MATH	Three MATH electives

Three additional Mathematics electives: Must be numbered 300 or higher. MATH 264 or MATH 282 may replace one 300-level elective

Additional recommended courses include:

MATH 400	Senior Seminar
CS 104	Introduction to Game Programming
CS 105	Digital Media Computing
CM 151	Introduction to Computational Science

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Statistics Concentration

Requirements

Students who major in mathematics, but also meet the following requirements will be recognized as having completed a Concentration in Statistics. The Concentration in Statistics consists of five courses including one course from CM 151, CS 104, CS 105, or CS 106; MATH 335, MATH 336; and two additional mathematics electives that have either MATH 335 or MATH 336 as prerequisites at least one of which has MATH 336 as a prerequisite.

Mathematics Minor

Requirements

The minor consists of a minimum of six courses:

MATH 161	Calculus I
MATH 162	Calculus II
MATH 263	Calculus III
MATH	Three MATH electives

Three additional electives: Must be numbered MATH 264 or higher including at least two numbered MATH 300 or higher.

Normally independent study courses may not be used toward satisfying the requirements for the minor.

MATHEMATICS AND ECONOMICS

This interdisciplinary major gives mathematically talented students with career plans in economics a wide range of mathematical skills and significant experience with the fundamental ideas of economics. It also distinguishes them from the thousands of students around the country who major in economics or business. A distinctive feature of the program is the senior capstone experience, in which students integrate their study of mathematics and economics.

Note: For courses see Mathematics (p. 174) and Economics (p. 110)

Mathematics and Economics, A.B. Joint Major

Requirements

The major consists of a minimum of 15 courses:

MATH 161	Calculus I
	Or
MATH 165	Calculus I+
MATH 162	Calculus II
MATH 263	Calculus III
MATH 272	Linear Algebra with Applications
	Or
MATH 300	Vector Spaces
MATH 282	Techniques of Mathematical Modeling
MATH 306	Operations Research
MATH 335	Probability
MATH 336	Mathematical Statistics
ECON 101	Principles of Economics
ECON 251	Intermediate Microeconomics
ECON 252	Intermediate Macroeconomics
ECON 253	Fundamentals of Econometrics
ECON 327	Applied Microeconometrics
	Or
ECON 366	Macroeconometrics
	One additional 300-level ECON elective
	Mathematics-Economics Capstone elective

Capstone Experience

In the form of a course, taken during the senior year, designed to integrate the ideas and techniques students have encountered in their work in Mathematics and Economics. The Capstone Experience may consist of MATH 301, MATH 347, ECON 324 or an additional upper level econometrics course (ECON 327 or ECON 366).

Any one from CS 104, CS 105, CS 106 or CM 151 is recommended as an elective for students in this major.

Administration of the Joint Major in Mathematics and Economics and advising of students in the program is done by the Department of Mathematics (p. 62).

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

MILITARY SCIENCE PROGRAM

Faculty

LTC Preston Jackson

Military Science is part of the United States Army Cadet Command. As such, it sponsors the Reserve Officers' Training Corps (ROTC) Program. Classes are taught under the auspices of the Lehigh Valley Steel Battalion ROTC program, which is the local headquarters for ROTC and military science instruction. Freshman and sopohomore classes are taught either at Lafayette College or at Jordan Hall, Lehigh University.

The ROTC Program complements the educational process by adding those additional skills and areas of knowledge critical to success in a position of leadership in either the Army or as a leader in business or industry.

The objectives of the military science program are to develop leadership and management ability in each student; to provide a basic understanding of the Army's history, philosophy, organization, responsibilities, and role in American society; and to develop fundamental professional knowledge and skills associated with officership. These objectives are achieved through classroom instruction, leadership laboratories, field trips, role-playing, leadership simulations, and individual assessment and counseling.

Army ROTC offers both a four-year program and a two-year program. The four-year program consists of the two-year basic course and a two-year advanced course. The two-year program consists of the two-year advanced course offered to students with previous military experience and those who have successfully completed a five-week ROTC Leadership Training Course (LTC). Basic course students incur no obligation for service in the Army as a result of taking these courses.

Basic Course. Normally taken in the first-year and sophomore years, the course provides training and instruction in leadership, public speaking, and basic military subjects, such as the Army's role and organizational structure, history and philosophy of the Army, basic tactics, land navigation, first aid, group dynamics, and leadership traits and characteristics.

Advanced Course. Normally taken in the junior and senior years, advanced instruction includes management, military skills, advanced leadership and tactics, logistics, administration, military law, ethics, and professionalism, and includes mandatory attendance to Cadet Summer Training (CST) Advance Camp. Advance Camp is 35 days at Ft Knox Kentucky, where Junior cadets will be evaluated amongst the other Junior cadets in the nation, on their leadership, decision-making, and physical fitness skills. To enroll in the advanced course, an applicant completes either the basic course (freshman and sophomore year) or the 31 day Basic Camp located at Ft Knox, Kentucky; or has received basic course credit for previous military experience, i.e. Basic Training/AIT

Professional Military Education. This education is required for a commission and consists of two essential parts: a baccalaureate degree and at least one undergraduate course in military history (History 255, 262, or 370).

Uniforms and Equipment. The department supplies all uniforms and equipment needed by the student for military science courses. Students are charged only for those items that are not returned when they leave the program.

Transfers. Qualified students transferring from another institution may enter the ROTC program at the appropriate level and year provided they have received the necessary credits, the recommendation of their former professor of military science (if applicable), and the approval of the College.

Obligation after Graduation. Upon graduation a student will receive a commission as a Second Lieutenant in either the active Army or the Reserve Forces. If offered active duty, scholarship students serve four years while non-scholarship students serve three. If offered reserve duty, students normally serve six to eight years in a Reserve or National Guard unit.

Graduate Studies. ROTC graduates may request to delay their active service to pursue a full-time course of instruction leading to an advanced degree. Delay does not lengthen the active service obligation unless the degree is obtained at military expense.

Career Opportunities. Individuals are commissioned as officers in the United States Army after completion of the ROTC program, Cadet Summer Training (CST) Advance Camp, and a bachelor's degree. They then qualify in branches (specialties) such as the Corps of Engineers, Aviation, Armor, Infantry, Field Artillery, Air Defense Artillery, Signal Corps, Military Intelligence, Military Police, Chemical Corps, Ordnance Corps, Finance, Transportation, Adjutant General, Quartermaster, Medical Service Corps, or Nursing Corps. Officers work as leaders/managers, specialists, or combinations of the two depending on the assignment.

There are many opportunities for advanced military and civilian schooling beginning with nearly three months of training in the branch specialty. A person may later receive additional training in a specialty area such as: information systems engineering, information operations, strategic intelligence, psychological operations, space operations, human resource management, comptroller, public affairs, foreign area specialization, operations research/systems analysis, nuclear operations and research, information systems management, simulations operations, or strategic plans and policy.

Students selected for reserve forces duty become officers in the Army Reserve or Army National Guard in their hometown area and essentially have a part-time military career. Active duty officers are assigned at various locations throughout the world. An officer can earn retirement through both programs after 20 years of service.

To learn more, visit https://www.steelrotc.com/

Military Science Courses

ROTC Scholarship Program

This program is designed to offer financial assistance to outstanding men and women entering the ROTC program or those who are currently enrolled. Each scholarship provides $23,000 annually in tuition and fees, a textbook and supplies allowance of up to $900, and pay of $250 per month for the period the scholarship is in effect. Three-year scholarships are available to outstanding cadets who are currently enrolled in ROTC and are completing their first year of college.

This program is also open to all qualified students who are not currently enrolled in Army ROTC but who are willing to join in their sophomore year. A similar two-year scholarship is available to sophomores. Two-year scholarships are also available at the Leadership Training Course.

Four-year scholarships are open to anyone entering ROTC as a first-year student. Application for scholarships must be made to Headquarters, U.S. Army Cadet Command, Fort Monroe, Virginia, by Aug. 15 before the senior year of high school for early selection, but no later than Dec. 1 for normal application. Application booklets are available from most high school guidance offices, or may be obtained from Cadet Command at the address above or from the Army ROTC web site.

Leadership Training Course

Students who have not considered the benefits of ROTC and a military commission until late in their sophomore year may attend a five-week Leadership Training Course at Fort Knox, Kentucky during the summer between the sophomore and junior years. Upon successful completion they are awarded "credit" for the Basic Course and enter the Advanced Course the beginning of their junior year. Special two-year scholarships are awarded to outstanding performers.

National Advanced Leadership Course

Formally enrolled students in pursuit of a commission must successfully complete a five-week training program normally conducted at Fort Lewis, Washington, between their junior and senior year. Focus is on evaluation of military leadership skills over a broad spectrum of training events. Students are paid for travel and attendance. Prerequisites are completion of the basic military science courses or their equivalent and MS 301 and MS 302.

Additional Training Opportunities

Volunteer activities include: U.S. Army Airborne School, U.S. Army Air Assault School, Ranger Club (study of small unit tactical operations), orienteering, formal military social affairs, rappelling, Marquis Guard (color guard), and trips to various military installations and historical battlefields.

Course Credit

Classes of 2018 and beyond

All MS course carry 0.25 credits, are recorded on the transcript, count in the GPA and may be used to fulfill graduation requirements.

Classes of 2016 and 2017

Credits earned in MS 101, MS 102, MS 201, MS 202, MS 301, and MS 302 are recorded on the transcript and count toward the GPA, but may not be used to fulfill the minimum course requirement for graduation. MS 401 and MS 402 may be used to fulfill two course credits toward the 32 course requirement for graduation in A.B. and B.S. science programs. In the case of B.S. engineering programs, MS 302 and MS 401 may be used to fulfill two free electives and MS 402 to satisfy one of the required Humanities/Social Science electives.

Leadership Laboratory

For all MS courses, a Leadership Laboratory is scheduled. The lab provides students the opportunity to demonstrate an understanding of the leadership process and develop fundamental military skills. Lab dates and times are included in the course syllabus.

During labs, instruction on a variety of subjects with military application provides the context within which students have opportunities to both teach and lead in a group setting. Responsibility is expanded as the student progresses through the military science program. In the senior year, students assume responsibility for the planning, preparation, and conduct of the laboratory. Leadership Laboratory is mandatory for all students enrolled in military science courses.

MUSIC

Department Head
Associate Professor Torres

The music department offers students from all disciplines opportunities to develop an understanding and appreciation of music through a wide range of courses and performance activities. Students may elect to pursue a major or minor in music, or to participate at whatever level their background and interest dictates. Faculty members are active performers and scholars who take a special interest in personalized instruction.

The curriculum includes offerings in theory, composition, performance, history, and literature. In addition to the more conventional areas of music study, the department offers opportunities to study world music traditions, jazz and popular styles, and electronic music. The Williams Center for the Arts includes rehearsal and practice facilities, an electronic music studio, a score and multimedia library, concert hall, and computer instruction facilities. Students have opportunities to perform in choral groups as well as jazz, brass, string, wind, and percussion ensembles. The artist-in-residence program brings noted artists from all over the world to interact with students through workshops and classes.

Music Courses (p. 181)

Music Major

Requirements

The major consists of a minimum of 10 courses:

MUS 101	Music, Culture, Context
	Or
MUS 103	Introduction to World Music Traditions
MUS 121	Music Theory I
MUS 202	Music History and Literature: 1915 to Present
MUS 201	Music History and Literature: 1600-1915
MUS 222	Music Theory II
MUS 323	Music Theory III
MUS 324	Twentieth Century Harmonic Practice
	Or
MUS	One elective in Musicology at or above the 300-level
MUS 491-492	Senior Project
	Or
MUS 495-496	Thesis
MUS 141	Applied Music Instruction

MUS 150 - MUS 164	Ensemble participation
	Demonstrated piano proficiency

MUS 141: Four semesters of Applied Music Lessons.

MUS 150-164: Four semesters of Ensemble participation.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Music Minor

Requirements

The minor consists of a minimum of six courses:

MUS 103	Introduction to World Music Traditions
MUS 121	Music Theory I
MUS 201	Music History and Literature: 1600-1915
MUS 222	Music Theory II
MUS	One MUS elective
MUS 141	Applied Music Instruction
MUS 150 - MUS 164	Ensemble participation
	Demonstrated piano proficiency

One MUS elective: At the 200 or higher level.

MUS 141: Two semesters of Applied Music Lessons.

MUS 150-164: Two semesters of Ensemble participation.

Music Technology Minor

Requirements

The minor consists of a minimum of six credits:

MUS 101	Music, Culture, Context
MUS 104	Music Technology I
MUS 121	Music Theory I
MUS 204	Music Technology II
MUS 141	Applied Music Instruction
MUS 150 - MUS 164	Ensemble participation
	And
CS 104	Introduction to Game Programming
	Or
CS 105	Digital Media Computing
	Or
ECE 221	Basic Electric Circuit Analysis

MUS 141: Two semesters of Applied Music Instruction lessons.

MUS 150 - MUS 164: Two semesters of Ensemble participation.

NEUROSCIENCE

Program Chair

Associate Professor Schettino

Why do nerve cells die when you develop Alzheimer's disease? Does your brain change after you become dependent on heroin? Answers to these questions as well as many others is the goal of neuroscience, one of the hottest fields of study today. This interdisciplinary field explores the development, structure, and behavioral consequences of the nervous system.

The bachelor of science program, directed jointly by the psychology and biology departments, helps students understand nervous systems from a variety of scientific perspectives. Hands-on learning opportunities are emphasized through laboratory courses and student-directed research experiences. Although not required, students are encouraged to pursue independent study, advanced research, or honors.

Neuroscience Courses (p. 188)

Neuroscience, B.S. Major

Requirements

The major consists of a minimum of 15 courses:

BIOL 112	Biomolecular Foundations of Biology
CHEM 107	General Chemistry I
CHEM 108	General Chemistry II
CHEM 221	Organic Chemistry I
NEUR 201	Introduction to Neuroscience
NEUR 256/BIOL 256	Neurobiology
NEUR 323/PSYC 323	Physiological Psychology II
NEUR 401	Advanced Neuroscience
PSYC 110	Introduction to Psychological Science
PSYC 120	Quantitative Methods in Psychology
	Five (5) Approved Major Electives

One semester of neuroscience research (NEUR 391-392, 491-492, 495-496) may be used as an elective. Neuroscience majors may not minor in Psychology and may not seek a second major (A.B. or B.S.) in either Biology or Psychology.

Neuroscience majors may not minor in biology or psychology and may not seek a second major (A.B. or B.S.) in either biology or psychology.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

PHILOSOPHY

Department Head

Associate Professor Masto

The study of philosophy helps students to think critically, to understand and enjoy the literature of philosophy, and to make reasonable decisions relevant to the problems of contemporary life.

Courses include logic, philosophy of science, ethics, social and political philosophy, philosophy of mind, philosophy of art, and existentialism. All of the courses emphasize the precise, logical use of language and the exercise of careful judgment and judicious evaluation in thinking. Students are encouraged to broaden their study with special topic courses. Recent courses have included the aesthestics of films, death, and

feminist philosophy. Individualized tutorials are available for selected students who wish to study a specific philosophical problem or philosopher in depth.

Majors are encouraged to consider course work in several related disciplines to give them a broad background in the humanities, the sciences, or both.

Philosophy Courses (p. 189)

Philosophy Major

Requirements

The major consists of a minimum of 10 courses:

PHIL 101	Introduction to Philosophy
PHIL 214	Ancient Greek Philosophy: Socrates, Plato, and Aristotle
PHIL 216	The Birth of Modern European Philosophy: From Descartes to Kant
PHIL	Two electives in Metaphysics/Epistemology/Logic/Language
PHIL	Two electives in Value Theory
	Three (3) Approved PHIL Electives

Electives: At least two of the seven electives must be at the 300-level or above. Select from table below.

Philosophy Course Categories:

I	II
Metaphysics/ Epistemology/ Logic/ Language	Value Theory
PHIL 220, PHIL 225, PHIL 230	PHIL 240, PHIL 250, PHIL 260, PHIL 270
PHIL 300, PHIL 320	PHIL 340, PHIL 345, PHIL 350, PHIL 360

Students wishing to major in philosophy and another subject should discuss with their advisers the possibility of courses in other departments or programs counting toward both majors.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Philosophy Minor

Requirements

The minor consists of a minimum of 6 courses:

At least six courses from among the offerings of the department.

The department strongly recommends that students pursuing a minor in philosophy take a course in logic and a course in the history of philosophy. Students with an interest in the minor should consult with a member of the department.

PHYSICS

Department Head

Associate Professor Boekelheide

Physics is the study and analysis of physical systems with the view of uncovering the basic principles that govern their behavior. This involves a method of analysis by which complex physical problems are broken down into sets of relatively simple processes that are easier to understand.

Physics is applied to systems ranging from the microscopic structure of matter to the macroscopic structure of the universe. The same fundamental methodology may be used to study the structure of crystals and the density of liquids at high pressure, create numerical simulations of clusters of galaxies, or examine the relationship between structure and function of metal-bearing proteins and enzymes. For this reason, physicists can be found working in many different professions.

Courses are about equally divided between macroscopic and microscopic physics. Students may also develop an interdisciplinary program in such areas as material science, biophysics, or geophysics. Opportunities are provided for research on campus and at national facilities such as Arecibo Observatory.

Physics Courses (p. 192)

Physics, A.B. Major

Requirements

The program consists of a minimum of 10 major courses and 4 collateral courses:

PHYS 130	Relativity, Spacetime and Contemporary Physics
PHYS 131	Physics I: Mechanics
	Or
PHYS 151	Accelerated Physics I: Mechanics and Thermodynamics
PHYS 133	Physics II: Electricity, Magnetism, and Waves
	Or
PHYS 152	Accelerated Physics II: Electricity, Magnetism, and Optics
PHYS 215	Introduction to Quantum Physics
PHYS 218	Oscillatory and Wave Phenomena
MATH 161	Calculus I
MATH 162	Calculus II
MATH 263	Calculus III
MATH 264	Differential Equations with Linear Algebra
PHYS	Five PHYS electives

Nine of the ten Physics courses must be numbered greater than 110

In special circumstances, students who have taken advanced electrical and computer engineering or mechanical engineering courses in electromagnetic theory, electronics, dynamics, or thermodynamics may waive certain of these required courses with approval of the head of the physics department and the Student Affairs Committee.

Advanced courses from other science or engineering departments may be substituted for physics elective courses and up to two required physics courses with the approval of the head of the physics department and the Student Affairs

Committee, when doing so will produce a coherent program of physics applied to an interdisciplinary field such as material science, biophysics, geophysics, etc.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Physics, B.S. Major

Requirements

The program consists of a minimum of 12 major courses and 5 collateral courses:

PHYS 130	Relativity, Spacetime and Contemporary Physics
PHYS 131	Physics I: Mechanics
	Or
PHYS 151	Accelerated Physics I: Mechanics and Thermodynamics
PHYS 133	Physics II: Electricity, Magnetism, and Waves
	Or
PHYS 152	Accelerated Physics II: Electricity, Magnetism, and Optics
PHYS 215	Introduction to Quantum Physics
PHYS 218	Oscillatory and Wave Phenomena
PHYS 327	Advanced Classical Mechanics
PHYS 335	Thermal Physics
PHYS 338	Advanced Physics Laboratory
PHYS 342	Electromagnetic Fields
PHYS 351	Quantum Theory
PHYS	Two 200-level or higher PHYS electives
MATH 161	Calculus I
MATH 162	Calculus II
MATH 263	Calculus III
MATH 264	Differential Equations with Linear Algebra
	An approved MATH, CS, CM elective

In special circumstances, students who have taken advanced electrical and computer engineering or mechanical engineering courses in electromagnetic theory, electronics, dynamics, or thermodynamics may waive certain of these required courses with approval of the head of the physics department and the Student Affairs.

Committee. Advanced courses from other science or engineering departments may be substituted for physics elective courses and up to two required physics courses with the approval of the head of the physics department and the Student Affairs Committee, when doing so will produce a coherent program of physics applied to an interdisciplinary field such as material science, biophysics, geophysics, etc.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Physics Major with an Astronomy Concentration

Requirements

Complete the requirements for either the A.B. or B.S. degree in Physics as noted above.

For the BS degree:

PHYS 304	Observational Astronomy
PHYS 308	Astrophysics

For the AB degree: The BS option or

PHYS 108	Astronomy: Stars, Galaxies and the Big Bang
	And
PHYS 304	Observational Astronomy
	Or
PHYS 104	Astronomy: The Solar System
	And
PHYS 308	Astrophysics

In special circumstances, students who have taken advanced electrical and computer engineering or mechanical engineering courses in electromagnetic theory, electronics, dynamics, or thermodynamics may waive certain of these required courses with approval of the head of the physics department and the Student Affairs Committee.

Advanced courses from other science or engineering departments may be substituted for physics elective courses and up to two required physics courses with the approval of the head of the physics department and the Student Affairs Committee, when doing so will produce a coherent program of physics applied to an interdisciplinary field such as material science, biophysics, geophysics, etc.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Physics Minor

Requirements

The minor consists of a minimum of six courses:

PHYS 131	Physics I: Mechanics
	Or
PHYS 151	Accelerated Physics I: Mechanics and Thermodynamics
PHYS 133	Physics II: Electricity, Magnetism, and Waves
	Or
PHYS 152	Accelerated Physics II: Electricity, Magnetism, and Optics
PHYS 215	Introduction to Quantum Physics
PHYS	Three PHYS electives

Three PHYS electives: Numbered 110 or above.

POLICY STUDIES

Program Chair
Professor Crain

Policy Studies major gives students the skills and institutional knowledge necessary for understanding policy processes, and

provides a multidisciplinary/interdisciplinary course of study in the design, management, and evaluation of policies and institutions. Faculty affiliates represent all divisions of the college, and the program encourages students to combine coursework in engineering, the natural sciences, humanities, and the social sciences.

An integral part of the major is faculty-student collaboration on applied, real-world problems to address the political, technical, and economic factors relevant to a solution. Students work with an adviser to structure elective courses that relate to a theme of concentration and to develop research opportunities, internships, and, for qualified students, an honors thesis. Themes of concentration include:

Arts and Media Policy: including not-for-profit organizations, ethics, government's role in promoting and protecting culture, censorship, the licensing and regulation of the information sector, and privacy;

Economic Policy and Homeland Security: including fiscal, monetary and regulatory policy, workplace safety, product liability, national defense, homeland security, natural disasters, emergency management, and privacy;

Science Policy: including intellectual and physical property rights, ethics, technology transfer, space, biomedical, and environmental;

Social Policy: including health care, education, poverty, family and children, consumer protection and safety, public retirement and welfare programs, criminal justice, housing and urban planning, human reproductive rights, civil rights, and human rights.

The major is useful as preparation for employment in business, government agencies, or NGOs; as a foundation for postgraduate professional schools in public policy, law, and business; and as preparation for graduate study in the social sciences.

Policy Studies Courses (p. 194)

Policy Studies Major

Requirements

The major consists of a minimum of 14 courses:

ECON 101	Principles of Economics
ECON 251	Intermediate Microeconomics
ECON 253	Fundamentals of Econometrics
GOVT 101	Introduction to United States Politics Or
GOVT 102	Introduction to International Politics Or
GOVT 103	Introduction to Comparative Politics
HIST 105	History of the Modern World
MATH 141	Differential Calculus and Economic Modeling Or
MATH 161	Calculus I
MATH 186	Applied Statistics
PSTD 251	Introduction to Policy Studies
PSTD 300/ECON 300	Industry, Strategy, and Policy
PSTD 400	Policy Internship and Seminar
	Four Policy Studies theme electives

Four electives: selected from an approved list and relating to one of the following four themes: Arts and Media Policy, Economic Policy and Homeland Security, Science Policy, Social Policy.

A policy-oriented internship approved by the Policy Studies program chair is required. The internship should be tailored to a student's theme of concentration and typically will take place at the sponsor's site. Following the internship, students participate in a seminar (PSTD 400) to build on the lessons of the internship experience.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

PSYCHOLOGY

Department Head
Professor Talarico
Associate Professor Wenze (Assistant Head)

Psychology is the scientific study of behavior and of underlying mental and physiological processes. Courses are offered in a variety of areas, such as clinical, cognitive, developmental, health, psychophysiology, human factors, social, and industrial/organizational.

The department's scientific orientation can be seen in the courses required of all majors and minors and in the emphasis of the required core courses. Students begin with a survey of the field and of the basic research techniques used by psychologists.

As students progress, they study statistical analyses of data and more advanced research designs. Majors are encouraged to develop breadth by studying a variety of content areas and to develop depth through advanced-level courses.

Psychology Courses (p. 195)

Psychology, A.B. Major (Class of 2024, 2025)

Requirements

The major consists of a minimum of 10 courses:

PSYC 110	Introduction to Psychological Science
PSYC 120	Quantitative Methods in Psychology
PSYC 203	Design and Analysis I
PSYC 490	Capstone Course in Psychology
PSYC	Two Laboratory electives
PSYC	Four PSYC electives

Two Psychology Laboratory electives: Selected from PSYC 304-349.

PSYC 099 credit (e.g., from AP or transfer) can be applied toward the electives requirement.

It is recommended that A.B. students consider taking PSYC 304, PSYC 391-392, PSYC 491-492, or PSYC 495-496.

Five Subdivisions:

All courses from PSYC 210 and above are to be distributed among at least four of the five major subdivisions of psychology to achieve a broad foundation in the major.

Applied	
PSYC 211	Industrial-Organizational Psychology
PSYC 232	Psychological Diagnoses
PSYC 237	Psychological Treatments
PSYC 239	Tests and Measurement
PSYC 270	Sports Psychology
PSYC 329	Clinical Psychology
PSYC 331	Human Factors and Engineering Psychology
PSYC 334	Mood Disorders
PSYC 337	Counseling Psychology
PSYC 342-343	Practicum in Psychology
Biological	
PSYC 223	Physiological Psychology I
NEUR 225/PSYC 225	Psychopharmacology
PSYC 322	Perception
PSYC 323/NEUR 323	Physiological Psychology II
Cognitive/Learning	
PSYC 210/LLS 210	Second Language Acquisition
PSYC 256	Cognitive Psychology I
PSYC 321	Learning
PSYC 330	Cognitive Psychology II
Developmental/Educational	
PSYC 230	Lifespan Development I
PSYC 242	Educational Psychology
PSYC 328	Lifespan Development II
Social/Personality	
PSYC 219	Cross-Cultural Psychology
PSYC 231	Personality
PSYC 235	Social Psychology I
PSYC 240	Health Psychology
PSYC 248	Psychology of Gender
PSYC 327	Social Psychology II
PSYC 349	Community Health

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Psychology, A.B. Major (Class of 2026 and Beyond)

Psychology is the scientific study of behavior and of underlying mental and physiological processes. Courses are offered in a variety of areas, such as clinical, developmental, and social psychology.

The department's scientific orientation can be seen in the courses required of all majors and minors. Students begin with a survey of the field and of the basic research techniques used by psychologists. As students progress, they study statistical analyses of data and more advanced research designs.

Majors are encouraged to develop breadth by studying a variety of content areas and to develop depth through advanced-level courses.

Requirements

The major consists of a minimum of 10 courses:

PSYC 110	Introduction to Psychological Science
PSYC 120	Quantitative Methods in Psychology
PSYC 203	Design and Analysis I
PSYC 490	Capstone Course in Psychology
PSYC	Two Laboratory electives
PSYC	Four PSYC electives

Two Psychology Laboratory electives: Selected from PSYC 304-349.

PSYC 099 credit (e.g., from AP or transfer) can be applied toward the electives requirement.

It is recommended that A.B. students consider taking PSYC 304, PSYC 391-392, PSYC 491-492, or PSYC 495-496.

Five Subdivisions:

All courses from PSYC 210 and above are to be distributed among at least four of the five major subdivisions of psychology to achieve a broad foundation in the major.

Applied Experimental	
PSYC 211	Industrial-Organizational Psychology
PSYC 210/FLL 210	Second Language Acquisition
PSYC 256	Cognitive Psychology I
PSYC 330	Cognitive Psychology II
PSYC 331	Human Factors and Engineering Psychology
Clinical	
PSYC 231	Personality
PSYC 232	Psychological Diagnoses
PSYC 237	Psychological Treatments
PSYC 239	Tests and Measurement
PSYC 329	Clinical Psychology
PSYC 334	Mood Disorders
Developmental	
PSYC 230	Lifespan Development I
PSYC 242	Educational Psychology
PSYC 328	Lifespan Development II
Physiological	
PSYC 223	Physiological Psychology I
PSYC 225/NEUR 225	Psychopharmacology
PSYC 323/NEUR 323	Physiological Psychology II
PSYC 321	Learning
Social	
PSYC 235	Social Psychology I
PSYC 240	Health Psychology
PSYC 248	Psychology of Gender
PSYC 270	Sports Psychology
PSYC 327	Social Psychology II
PSYC 349	Community Health

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Psychology, B.S. Major (Class of 2024, 2025)

Requirements

The major consists of a minimum of 12 major courses and 5 collateral courses:

PSYC 110	Introduction to Psychological Science
PSYC 120	Quantitative Methods in Psychology
PSYC 203	Design and Analysis I
PSYC 490	Capstone Course in Psychology
PSYC	Three Laboratory electives
PSYC	Five PSYC electives
	Five courses in Natural Sciences

Three Psychology Laboratory electives: Selected from PSYC 304-349.

PSYC 099 credit (e.g., from AP or transfer) can be applied toward the electives requirement.

Five courses in Natural Sciences: Five courses in natural sciences outside the department to be selected based on concentration interest (for Mathematics must be calculus or 200-level or above.)

It is strongly recommended that B.S. students consider taking PSYC 304, PSYC 391-392, PSYC 491-492, or PSYC 495-496.

Five Subdivisions:

All courses from PSYC 210 and above are to be distributed among at least four of the five major subdivisions of psychology to achieve a broad foundation in the major.

Applied

PSYC 211	Industrial-Organizational Psychology
PSYC 232	Psychological Diagnoses
PSYC 237	Psychological Treatments
PSYC 239	Tests and Measurement
PSYC 270	Sports Psychology
PSYC 329	Clinical Psychology
PSYC 331	Human Factors and Engineering Psychology
PSYC 334	Mood Disorders
PSYC 342-343	Practicum in Psychology

Biological

PSYC 223	Physiological Psychology I
NEUR 225/PSYC 225	Psychopharmacology
PSYC 322	Perception
PSYC 323/NEUR 323	Physiological Psychology II

Cognitive/Learning

PSYC 210/LLS 210	Second Language Acquisition
PSYC 256	Cognitive Psychology I
PSYC 321	Learning
PSYC 330	Cognitive Psychology II

Developmental/Educational

PSYC 230	Lifespan Development I
PSYC 242	Educational Psychology
PSYC 328	Lifespan Development II

Social/Personality

PSYC 219	Cross-Cultural Psychology
PSYC 231	Personality
PSYC 235	Social Psychology I
PSYC 240	Health Psychology
PSYC 248	Psychology of Gender
PSYC 327	Social Psychology II
PSYC 349	Community Health

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Psychology, B.S. Major (Class of 2026 and Beyond)

Psychology is the scientific study of behavior and of underlying mental and physiological processes. Courses are offered in a variety of areas, such as clinical, developmental, and social psychology.

The department's scientific orientation can be seen in the courses required of all majors and minors. Students begin with a survey of the field and of the basic research techniques used by psychologists. As students progress, they study statistical analyses of data and more advanced research designs.

Majors are encouraged to develop breadth by studying a variety of content areas and to develop depth through advanced-level courses.

Requirements

The major consists of a minimum of 12 major courses and 5 collateral courses:

PSYC 110	Introduction to Psychological Science
PSYC 120	Quantitative Methods in Psychology
PSYC 203	Design and Analysis I
PSYC 490	Capstone Course in Psychology
PSYC	Three Laboratory electives
PSYC	Five PSYC electives
	Five courses in Natural Sciences

Three Psychology Laboratory electives: Selected from 304-349

PSYC 099 credit (e.g., from AP or transfer) can be applied toward the electives requirement.

Five courses in Natural Sciences: Five courses in natural sciences outside the department to be selected based on concentration interest (for Mathematics must be calculus or 200-level or above.)

It is strongly recommended that B.S. students consider taking PSYC 304, PSYC 391-392, PSYC 491-492, or PSYC 495-496.

Five Subdivisions:

All courses from PSYC 210 and above are to be distributed among at least four of the five major subdivisions of psychology to achieve a broad foundation in the major.

Applied Experimental

PSYC 211	Industrial-Organizational Psychology
PSYC 331	Human Factors and Engineering Psychology
PSYC 210/FLL 210	Second Language Acquisition
PSYC 256	Cognitive Psychology I
PSYC 330	Cognitive Psychology II

Clinical

PSYC 231	Personality
PSYC 232	Psychological Diagnoses

PSYC 237	Psychological Treatments
PSYC 239	Tests and Measurement
PSYC 334	Mood Disorders
PSYC 329	Clinical Psychology
Developmental	
PSYC 230	Lifespan Development I
PSYC 242	Educational Psychology
PSYC 328	Lifespan Development II
Physiological	
PSYC 223	Physiological Psychology I
PSYC 225/NEUR 225	Psychopharmacology
PSYC 323/NEUR 323	Physiological Psychology II
PSYC 321	Learning
Social	
PSYC 235	Social Psychology I
PSYC 240	Health Psychology
PSYC 248	Psychology of Gender
PSYC 270	Sports Psychology
PSYC 327	Social Psychology II
PSYC 349	Community Health

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Psychology Minor

Requirements for the Minor

The minor consists of a minimum of six courses:

PSYC 110	Introduction to Psychological Science
PSYC 120	Quantitative Methods in Psychology
PSYC 203	Design and Analysis I
PSYC	Three PSYC electives

Three PSYC electives: Selected in consultation with the department. PSYC 099 credit (e.g., from AP or transfer) cannot be applied toward the electives requirement.

RELIGION AND POLITICS

Religion and Politics is a coordinate major between the departments of government and law, and religious studies. The major proceeds under two assumptions. First, religious phenomena are a fundamental and often essential component of political analysis. Second, the political implications of religious beliefs, behavior, and institutions are important to the study of religion. In brief, this major gives students greater insight into political dynamics and enhances their ability to assess the impact that religious values have on politics.

Students may choose from two tracks - 1) American Politics and Theory: emphasis on religious study in the realm of American politics and theory, 2) International: emphasis on religious study in the international arena.

Religion and Politics Major

Requirements

The major consists of a minimum of 14 courses:

REL 101	Religions in World Cultures
REL 222	Interreligious Cooperation and Conflict
REL 240	Theories of Religion
REL 490	Senior Capstone
	Or
REL 495-496	Honors Thesis
GOVT 104	Introduction to Political Theory
GOVT 244	Modern Political Theory
GOVT	Three 200 or 300-level approved GOVT electives

And at least three additional approved REL electives:

Only one of which can be at the 100-level and at least one of which must be at the 300-level

One from:	
GOVT 101	Introduction to United States Politics
GOVT 102	Introduction to International Politics
GOVT 103	Introduction to Comparative Politics
One Seminar from:	
GOVT 405	US Foreign Policy in a Changing World
GOVT 407	Law and Social Movements
GOVT 410	Personality and Supreme Court Decision Making
GOVT 412	Politics of European Integration
GOVT 414	Political Thought through Literature
GOVT 415	Nationalism in World Politics
GOVT 416	Critical Theory: Power and Resistance
GOVT 418	Race, Prisons, Citizenship
	Or
GOVT 495-496	Thesis

Students writing an Honors Thesis will enroll either in REL 495 in the fall semester of their senior year and GOV 496/LAW 496 in the spring, or in GOV 495/LAW 495 in the fall semester and REL 496 in the spring. The Honors Thesis will be directed by a faculty member from either department, with at least one of the two readers being from the other department. No more than one semester of independent study is permitted.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

RELIGIOUS STUDIES

Department Head

Professor Hendrickson

The study of religions is a vital component in understanding the various cultures around the globe throughout history, up to and including the present. Courses introduce students to religions of the world, including--but not limited to--Hinduism, Buddhism, Judaism, Christianity, Islam, and religions of Africa. The academic study of religions is systematic and comparative, examining their historical development, including their texts, beliefs, and practices, and topics such as religious ethics, religion and society (e.g., politics, violence, medicine, and the environment), religion and literature, and philosophy of religion. Courses also introduce a range of theories and methods for studying religions, drawing on disciplines such as history, literature, anthropology, sociology, psychology, and gender studies.

Religious Studies Courses (p. 200)

Religious Studies Major

Requirements

The major consists of a minimum of nine courses:

REL 1xx	One 100-level REL course
REL 240	Theories of Religion
REL 490	Senior Capstone

With the Department's approval students with a cumulative GPA of 3.00 or higher, and a major GPA of 3.20 or higher may elect to write and Honors Thesis (495/496) during their senior year.

Six additional approved REL electives:

The electives must include a 300-level elective, two courses in Transformations (Traditions and Practices), and at least one course in each of the three remaining non-Introductory domains of inquiry - Representations (Text and Contexts), Power and Difference, and Additional Department Electives chosen from the following Religious Studies Domains of Inquiry:

Introductory:

REL 101	Religions in World Cultures
REL 102	Contemporary Religious Issues
REL 103	Religion, Myth, and Fantasy
REL 104	Saints, Mystics, Ecstatics

Transformations (Traditions and Practices):

REL 211	Hinduism: Unities and Diversity
REL 212	Buddhism: From India to Asia and Beyond
REL 213	Judaism: Faith, Communities, Identity
REL 214	Christianity: From Jesus to the Third Millennium
REL 215	Islam: History, Faith, and Practice
REL 216	Religions in Africa: Contemporary and Historical Expressions
REL 218/PHIL 218	Confucianism: Self and Society
REL 231	Religions in American History and Culture
REL 232	Religions in Latin America
REL 233	Female Divinities and Demons in East Asia

Representations (Texts and Contexts):

REL 201	The Biblical Imagination: Torah, Prophets, Writings
REL 202	Christian Scriptures
REL 203	Religion and the Literary Imagination
REL 204	India's Religious Texts: Sacred Word, Sacred Sound
REL 207	The Quran
REL 209	Sacred and Scared: Strange Tales and Popular Religions in East Asia
REL 260	Global Muslim Literature and Film

Power and Difference:

REL 217	Latina/o Religions: Not Just Catholicism
REL 222	Interreligious Cooperation and Conflict
REL 225	Sex, Gender, and Religion
REL 226/JS 226	Jewish-Christian Relations: From Enmity to Dialogue?
REL 228	Religion and Politics in Africa
REL 308	Visual Culture and Religious Identity
REL 312	Religious Body and Sexuality (Asia Focused)
REL 322	Spirits of Capitalism: Spirit Possession and Witchcraft in Africa and the Diaspora
REL 350	Religions on the Move Dynamic Approaches to the Religious History of the Americas

Additional Department Electives:

REL 223	Religious Healing and Health
REL 224	Religious Ethics
REL 250	Anthropology of Religion
REL 301	Philosophies of Religion
REL 304	Spirituality and Transformation: From Sufism to Self-Help
REL 306	Jewish Responses to the Holocaust
REL 307/JS 307	Jews in Poland, Culture and Memory
REL 310	Sacrifice: Ritual and Violence

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Religious Studies Minor

Requirements

The minor consists of a minimum of five courses:

REL 101	Religions in World Cultures
	Four electives

Four electives: With at least three above the 100-level.

RUSSIAN AND EAST EUROPEAN STUDIES

Program Chair

Professor Sanborn

Associate Professor Carr (Acting Chair, Fall)

The Russian and East European Studies major prepares students to engage meaningfully with one of the most important areas in the world. Majors learn about the history, culture, and present-day circumstances of life in the Russian Federation and a wide number of other states in the Balkans, the Caucasus region, Central Asia, and the European Union. Undergraduates have the opportunity to read Tolstoy (both in translation and in the original Russian), to study an empire that covered a sixth of the globe, to see the other side of the Cold War, and to discuss current issues of human rights and state practices in a volatile and dynamic geopolitical space. Upon graduation, REES majors find that many institutions in the public and private sectors alike have a pressing need for well-trained college graduates with a deep knowledge of the region and a proficiency in one or more of the area's languages.

The REES major is emphatically interdisciplinary. Students are required to take courses in language, literature, history, and government and are encouraged to take courses on the region in other departments, such as art and religious studies, as they are offered. Majors are strongly advised to participate in a study-abroad program in the region.

Russian and East European Studies Courses (p. 199)

Russian and East European Studies Major

Requirements

Students must complete RUSS 112 or pass a proficiency test at an intermediate level in Russian or another East European language

The major consists of a minimum of nine courses:

REES 241/ART 241/HIST 241	History, Art and Culture of Russia and Eastern Europe

Six approved electives: At least two electives must be in the Humanities and at least two electives must be in the Social Sciences.

A Theory elective from:

HIST 206	The Politics and Practice of History
REL 240	Theories of Religion
GOVT 309	Scope and Methods of Political Science

A capstone elective from:

HIST 354	Seminar: 1968 - Year of Global Rebellion
REES 460	Reading and Research in Russian/ East European Studies
REES 495-496	Thesis

Additional major electives:

Six approved electives

Six additional electives selected in consultation with the program chair.

REES majors are strongly urged to participate in a study-abroad program in Russia or Eastern Europe during a summer, semester, or yearlong program as part of their studies.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Russian and East European Studies Minor

Requirements

The minor consists of a minimum of five courses:

Five electives

Five electives: From an approved list, of which at least two must be in humanities and two in social sciences.

THEATER

Department Head

Professor Lodge

Performance and academic inquiry, theater practice, interdisciplinary methods, and the study of the world's dramatic literature complement one another in the theater department's approach to a liberal arts education. Theater at Lafayette College includes both teaching and learning initiatives that help students apply theater ideas and practice to analyzing visual, textual, and performance modes of expression and understanding the world. Thus, students are encouraged to consider theater as an art form with social and political dimensions, discovering through research into its complex history and diverse traditions around the globe an aesthetic of performance that is firmly grounded in both theory and practice.

By emphasizing collaboration and faculty mentoring through theater productions that focus on student-centered learning and artistic growth, the theater department educates students in ways that will prepare them for graduate study and professional careers in theater and related fields. The department is committed to expanding the range and depth of its offerings by bringing theater artists to Lafayette for residencies, workshops, and master classes; such endeavors create valuable links between individual students and established theater artists. Professional theater internships, interim theater courses in New York and London, and faculty-led semesters abroad, for instance, push students to stretch the boundaries of their college experience, fostering connections between the education they receive in laboratory, classroom, and production at Lafayette to the professional theater and to the larger world.

In accord with the aims of a liberal arts education, the department encourages all Lafayette students, regardless of major or minor, to refine their theater knowledge and gain theater expertise by taking electives in theater and by becoming cast or crew members in departmental productions, which are open to all matriculating students. The department helps to shape and enrich campus life through its production season, which draws the vast majority of its audience from the Lafayette community.

Theater Courses (p. 209)

Theater Major (Class of 2025)

Requirements

The major consists of a minimum of nine courses and four practicums:

THTR 101	Introduction to Theater
THTR 130	Acting I
THTR 400	Senior Project
	One technical theater elective
	Four theater electives, two of which must be at the 300-level.

THTR 120, THTR 121: Four semester of Theater Practicum THTR 120 or THTR 121, with at least one of each.

Electives are selected in consultation with the adviser or Department Head. The adviser will encourage students to work with mentors through independent study and internships. However, no more than one semester of internship may be counted toward the major or minor.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Theater Major (Class of 2026 and Beyond)

Requirements

The major consists of a minimum of nine courses and four practicums:

THTR 101	Introduction to Theater
THTR 110	World Theater I: Antiquity to the 19th Century
THTR 111	World Theater II: 19th -21st Century Drama

THTR 130	Acting I
THTR 400	Senior Project
	Or
THTR 495-496	Thesis
	One technical theater elective
	Three theater electives, one of which must be at the 300-level

- THTR 120, THTR 121, THTR 122: Four semester of Theater Practicum THTR 120, THTR 121, or THTR 122, with at least two of THTR 121 required.
- At least one general theater elective must be at the 300-level.

Electives are selected in consultation with the adviser or Department Head. The adviser will encourage students to work with mentors through independent study and internships. However, no more than one semester of internship may be counted toward the major or minor.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Theater Minor (Class of 2025)

Requirements

The minor consists of a minim of six credits (five courses and four 0.25 credit practicums):

THTR 107	Introduction to Theater
THTR 207	Theater History
	Three theater electives, one of which must be at the 300-level

- Four semesters of Theater Practicum THTR 120 or THTR 121, with at least one semester of each.

Electives are selected in consultation with the adviser or the Director of Theater. The adviser will encourage students to work with mentors through independent study and internships. However, no more than one semester of internship may be counted toward the major or minor.

Theater Minor (Class of 2026 and Beyond)

Requirements

The minor consists of a minim of six credits (five courses and four 0.25 credit practicums):

THTR 101	Introduction to Theater
THTR 110	World Theater I: Antiquity to the 19th Century
	Or
THTR 111	World Theater II: 19th -21st Century Drama
	Three theater electives, one of which must be at the 300-level

- Four semesters of Theater Practicum THTR 120 or THTR 121 or THTR 122, with at least two semesters of THTR 121.

Electives are selected in consultation with the adviser or Department Head. The adviser will encourage students to work with mentors through independent study and internships. However, no more than one semester of internship may be counted toward the major or minor.

WOMEN'S, GENDER AND SEXUALITY STUDIES

Program Chair

Professor Armstrong

The Women's, Gender and Sexuality Studies Program advances knowledge and social justice through the interdisciplinary, intersectional study of women, gender and sexuality. Feminist, anti-racist, LGBTQ+ positive and transnational in scope, WGSS is committed to promoting social, economic, and environmental justice, and is directed towards using knowledge to create a world that is equitable and sustainable.

Women's, Gender and Sexuality Studies courses emphasize strong critical thinking skills and rigorously explore issues of power, privilege, oppression and (in)justice. WGSS delivers a strong theoretical and empirical background in feminist scholarship and encourages students to act on those knowledges. WGSS offers internships and Community-Based Learning and Research (CBLR) opportunities, actively fostering student connections to local and global communities.

Women's, Gender and Sexuality Studies requires students to conduct research and present findings in ways that reflect their ability to synthesize and critque multiple forms of knowledge. WGSS students learn to communicate effectively in writing and speech, acquire the capacity to work productively with others, and develop important life skills. The Women's, Gender and Sexuality Studies Program welcomes all students and offers a major degree, as well as a minor.

Women's and Gender Studies Courses (p. 212)

Women's, Gender and Sexuality Studies Major (Class of 2024, 2025)

Requirements

The major consists of a minimum of nine courses:

Core courses:

WGS 101	Introduction to Women's, Gender and Sexuality Studies
WGS 280	Feminist Theory

Capstone Experience:

One from:

WGS 320/AFS 320	Black Feminisms
WGS 340	Sexuality Studies
WGS 353	Single Motherhood (Community-Based Learning Course)
WGS 370-379	Special Topics Seminar in Women's and Gender Studies
WGS 390-391	Independent Study in Women's and Gender Studies
WGS 495-496	Thesis

Six approved electives:

Six approved electives

Two electives must be selected from different academic divisions.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Women's, Gender and Sexuality Studies Major (Class of 2026 and Beyond)

Requirements

The major consists of a minimum of nine courses:

Core courses:

WGS 101	Introduction to Women's, Gender, and Sexuality Studies
WGS 280	Feminist Theory
WGS 285	Feminist Research Design

Capstone Experience:

One from:

WGS 320/AFS 320	Black Feminisms
WGS 340	Sexuality Studies
WGS 353	Single Motherhood (Community-Based Learning Course)
WGS 370-379	Special Topics Seminar in Women's and Gender Studies
WGS 390-391	Independent Study in Women's and Gender Studies
WGS 495-496	Thesis

Five approved electives:

Five approved electives

Two electives must be selected from different academic divisions.

This page reflects the requirements for completing this major. General graduation requirements for all students can be found here.

Women's, Gender and Sexuality Studies Minor

Requirements

The minor consists of a minimum of five courses:

WGS 101	Introduction to Women's, Gender and Sexuality Studies
	Four approved electives

Including at least one 300-level or one of the following designed as a capstone experience:

Women's, Gender and Sexuality Studies Core and Elective Courses

Core: All WGS courses.

Electives: AFS 320, A&S 212, A&S 227, A&S 229, A&S 238, A&S 251, A&S 271, A&S 275, ECON 325, ENG 119, ENG 274, ENG 326, ENG 352, FAMS 255, HIST 226, IA 230, IA 320, PHIL 270, PSYC 248, REL 225, SPAN 341, THTR 369

Courses

Course Numbers: Courses are listed by three-digit numbers denoting progressive academic levels.

The 100-level courses are introductory or fundamental and are normally open to first-year students.

The 200-level courses are intermediate and are normally open to first- and second-year students following the first-level sequence, and may have prerequisites; 200 also designates sophomore engineering courses not normally open to first-year students, or courses open to students who have completed one year of college work or its equivalent in the subject.

The 300 series denotes advanced courses that have prerequisites or internships normally open to juniors and seniors. Independent Study and Special Topics are open only by permission of the department head.

The 400-level courses are designed for seniors or have 300-level course prerequisites. Thesis courses that are open only to honors candidates also bear 400 numbers.

AFS - Africana Studies

AFS 101 - Ideas of Africa ()

The purpose of this course is to provide an introduction to the study of the African continent and its diversity of peoples, natural environments, and cultures.Students in this course are introduced to the geography of Africa and the importance of geography in the evolution of Africa's history. The course will cover ideas that have critical importance in African societies, such as construction and practice of kinship, age cohorts, clan and caste. Through scholarly works on selected regional histories as well as literary sources and contemporary narratives of identity written by African scholars and creative writers, students will be exposed to diverse interpretations of the lived 'African' experience, covering topics such as colonialism, nationality, ethnicity, "tribalism," gender, and class. The course situates the study of Africa in a global perspective of inter-regional and intra-regional movement of people, ideas and commodities, enabling students to see Africa in a world perspective, and provides a foundation for other more advanced studies of Africa and its diaspora communities that are offered in the AFS program. Students will work in groups to create a video on contemporary perceptions of Africa. [GM2]

Cross-Listed as: AFS 102. Instructor: Wilson-Fall.

AFS 102 - Introduction to Africana Studies ()

The purpose of this course is to introduce students to the interdisciplinary field of Africana Studies and to the foundational concepts and institutional experiences upon which the field is built. The course provides a basic understanding of the history of the field and how various American interest groups fought to establish and develop academic programs that focused on the study of Africa and its diaspora populations. Through the use of diverse sources including maps, YouTube videos, music, film, primary documents, and class anthropology texts, students learn about the diverse motivations and approaches in the U.S. for the study of Africa, and about national and international conditions that led to the establishment of the first African Studies and Black Studies programs in the U.S. and abroad. Required for all AFS majors who have entered the program from 2014 on. [SS, V]

Instructor: Staff.

AFS 210 - African Diasporas Across the World ()

In this course students learn about the diverse communities of people of African descent throughout the world. What does the term 'diaspora' mean in the context of people of African descent around the world? Do all black people have the same concept of belonging to an African Diaspora? The class will cover different forms of black migration from the African continent and the conditions of peoples' emigration. We will discuss the scholarly debates about what constitutes slavery and other forms of unfree labor. Why did Africans' sell captives, and are there any critical differences between different kinds of unfree labor? Students learn about transoceanic movements of people (Atlantic, Western Indian Ocean), Trans-Saharan movements within Africa, and examples of black communities in Europe, for comparison. In this period of globalization, is there any cultural cross-fertilization between different black diaspora communities? Why or why not? The class also engages questions of what impact such communities have had on their host societies. Have they truly remained marginal? Have they affected cultural process in those societies, or not, and if so, how? Issues of culture, ethnicity, and identity will be explored in the diverse settings where we find the African Diaspora. [GM2]

Instructor: Staff.

AFS 211 - The Black Experience ()

In this course students learn about the experiences of the early generations of Africans who arrived to mainland North America as indentured servants, contract workers, captives, and slaves. The focus of the course is on the African beginnings of black people in America, how black identity evolved from disparate and diverse origins, and how people built a new culture from the seventeenth to the early nineteenth centuries. The African American community evolved early in the history of the mainland British American colonies. Their presence was essential to the development of American culture, thus the study of this community offers an important window through which to understand the United States, as well as broader issues of the African Diaspora. The course employs a strong interdisciplinary perspective. In addition to class readings, students will also be required to participate in a special research project in the manuscript division of the Skillman Library in assigned groups. [GM1, GM2]

Instructor: Staff.

AFS 220 - Race and Technology ()

This course provides an introduction to the many ways in which science, technology, and race are constructed and

construct each other. How do technologies express ethno-racial and gender politics reflected elsewhere in society? How do race and ethnicity shape technologies, technical design, and technology policies? We will examine how medical technologies, infrastructure, workplaces, and digital media platforms continue to reinscribe – and occasionally reinvent – racial categories and hierarchies. We will also explore counterexamples, including feminist and anti-racist thinkers and labs repurposing oppressive tools for liberatory applications. [GM1]

Cross-Listed as: EGRS 220. Instructor: Rossmann.

AFS 228 - Religion and Politics in Africa ()

This course is a critical introduction to the study of politics and the way religious forces and discourses have shaped and continue to shape general notions of the good in African societies and nations. The course will begin with classic studies of institutions of social and moral order in Africa and will move through the way African religious and political systems came into articulation with the colonial and postcolonial state. The second half of the course will examine moral quandaries, like political corruption, and moral reform movements like Pentecostalism, against the backdrop of economic structural adjustment and the decreased sovereignty of African nations.

Instructor: Staff.

AFS 245 - Race, Policing, and Justice in U.S. Cities ()

A reading- and discussion- intensive seminar on race, policing, and cities in the United States from the 1890s to the present. Specifically, students investigate the roles of racial segregation and economic disinvestment in manufacturing a criminal underclass; the narratives of urban danger that informed anti-crime policy; the origins, logics, and impacts of modern policing; and the historical agents who navigated and resisted entangling networks of enforcement, surveillance, and incarceration. [GM1, H]

Instructor: Trinh.

AFS 307 - Black Social and Political Thought ()

This course surveys the development and maturation of black social and political thought in the context of the arrivals and departures of African descended peoples and communities in North America from the inception of the Transatlantic slave trade to the Present. Black political thought in the African American experience is the primary focus of the course with some consideration of the interactions of this community with the broader black diaspora. In undertaking this task, this course concentrates on the meaning and practice of politics in the African America experience. By centering on debates, discussions, and conversations within African American political thought, this course explores black political engagement in the context of the initial exclusion of blacks from the political sphere to their eventual integration into the body politic of the United States. In recounting and describing this process, this course aims to expose students to the motives, means, and aspirations black thinkers attributed to both the possibility of the potential of multiracial democracy in the United States and probability of the necessity to consider leaving the United States to establish a black nation in another country.

Instructor: Pride.

AFS 320 - Black Feminism ()

An interdisciplinary examination of twentieth-century Black feminist thought, especially interested in how Black women writers have troubled dominant definitions of "theory," "activism," and "feminism." Exploring fiction, poetry, theory, and music we will delve into important issues such as the politics of respectability and relationships among knowledge, consciousness, and empowerment. Topics will include hip-hop feminism, Black queer studies, Black women's health activism, violence, poetic imaginations, sexuality and desire, and friendship. In addition to considering artists' unique political and poetic aesthetics, we will also imagine possibilities for social justice emerging from intersections among readings.

Prerequisite: AFS 101, AFS 105, or WGS 101 or permission of instructor. Cross-Listed as: WGS 320. Instructor: Staff.

AFS 330 - Cowboys in Africa: Social Transformation and Environmental Justice ()

Since the colonial era, countries in Africa have struggles with issues of governance, human rights and weak economies. Of these three, governance and economy were highly influenced by the frameworks, both ideological and structural, left behind by the colonial state. This course looks at how stewardship of the national territory, specifically rangelands, is affected by the dynamics described above by looking at case studies from West and East Africa. [GM2]

Instructor: Wilson-Fall.

AFS 340 - Culture, Life and Death in Islamic West Africa ()

The purpose of this course is to familiarize upper level undergraduate students with the cultural and historical specificities of Islamic communities in West Africa. With reference to the introduction of Islam into West Africa via the Qadiriyya brotherhood, and other schools of thought in the pre-colonial period, the focus of this course is from the colonial period to the present day (roughly the late nineteenth century to the twenty-first). The subject is approached from a multi-disciplinary point of view. Historical, anthropological and geographic sources are used to introduce students to the political, economic, and cultural impacts that the religion and culture of Islam have had on the sub-region. The course informs students of historical links between West African Islamic cultures and the larger Islamic world, particularly North Africa, while examining the relationships between Islamic leadership and French and British colonialism. [GM2, V, W]

Cross-Listed as: REL 340. Instructor: Wilson-Fall.

AFS 380 - Africana Studies Internship ()

Provides opportunities for the practical application of theory and real-world problem-solving techniques. A limited number of students are placed in a community outreach center, business organization, or governmental agency to carry out an organized and supervised program of study and research under a designated internship sponsor. Interactive learning and research projects are selected to provide in-depth exposure to the creative analytical capacities, critical thinking, and problem-solving techniques necessary for finding solutions to actual concerns.

Prerequisite: AFS 101, AFS 211, or permission of instructor. Instructor: Staff.

AFS 390-391 - Independent Study ()

Independent study projects for juniors and seniors. Students must expect to do extensive reading in the AFS Independent Study course, and are required to meet on a regular basis with the instructor. [W]

Instructor: Staff.

AFS 400 - Capstone Seminar in Africana Studies ()

The purpose of this course is to enhance and broaden students' ability to carry out research on a selected African topic. Students are expected to draw on their previous AFS classes to develop a paper to be submitted at the end of the course, and the Capstone Course also provides an important learning experience for those who intend to submit for the Honors Thesis. This is a required course for all AFS majors and minors, and restricted to those students. Students will refine their skills in writing and research, and are required to organize information in support of an argument in a coherent and logical manner, using past courses to build on their chosen theme. The emphasis will be on applying concepts and terms from Africana Studies, and understanding the importance of compiling bibliographic sources that reflect various sides of debates in the subjects and topics that students are writing about. The class is focused on process, from the diverse ways of building a bibliography to organizing the paper. The goal of the course is for each student to write a final paper which reflects acquired skills and demonstrates understanding of themes in the history and cultural evolution of communities of African descent in the diaspora or on the continent. Students are asked to consider intersections of the global and local relative to their chosen subject. [W]

Prerequisite: AFS declared major or minor status, AFS 102 and AFS 101 or AFS 211. Instructor: Staff.

AFS 495-496 - Honors Thesis ()

An independent research project on a topic to be selected by the student and approved by the program coordinator. A student must enroll in this course for two consecutive semesters to graduate with honors. [One W credit only upon completion of both 495 and 496]

Instructor: Wilson-Fall.

ARB - Arabic

ARB 101 - Elementary Arabic ()

In this content-based elementary language course, students will develop interpretive, interpersonal and presentational skills in spoken and classical Arabic. Participants develop mastery of the Arabic alphabet and sound system, learn to comprehend and compose novice=level written and visual texts, distinguish between formal and spoken forms, as well as some dialectal variation, and engage in person-to-person dialogue while developing an awareness of basic cultural aspects of social interaction in the Arab world. [H]

Instructor: Staff.

ARB 102 - Elementary Arabic II ()

In this second semester content-based elementary language course, students will continue to develop interpretive, interpersonal, and presentational skills in spoken and classical Arabic. Participants learn to initiate and sustain person-to-person dialogue on a number of topics, narrate in present and past time frames, and produce accurate novice-level written expression. This course explores a variety of culturally relevant topics using authentic written and visual materials. [H, ESPL]

Instructor: El-Turky.

ART - Art

ART 101 - Introduction to Art History I ()

A survey of visual culture from prehistoric through the Middle Ages. The course is designed as an introduction to basic problems and terminology of art history, and to methods of analyzing and interpreting individual works of art. Emphasis is placed upon historical and cultural contexts, and upon the development of major styles. Recommended for first-year students and sophomores who are considering art as a major; open to all students. [GM1, H]

Instructor: Ahl, Sinkevic. Offered: Fall semester.

ART 102 - Introduction to Art History II ()

This course is organized like ART 101, but deals with painting, sculpture, and architecture from the Renaissance to the present. Recommended for first-year students and sophomores who are considering art as a major; open to all students. [H]

Instructor: Ahl, Mattison, Sinkevic. Offered: Spring semester.

ART 105 - New Media: Sculpture against the Digital Horizon ()

Through a series of reading/viewing/discussion sessions, this course will first examine issues and ideas that involve the use of new media methods and technologies in the contemporary practice of art. Second, through studio projects ranging from video art to social practice art to internet art, this course will serve as a laboratory from which experiments will be performed that investigate these ideas through students' own cultural production. [H, W]

Cross-Listed as: FAMS 105. Instructor: Gil.

ART 107 - Sculpture I ()

A foundation for basic sculptural techniques, materials, and creativity in the studio. Students examine sculpture from the past to the present as a means of developing their technical and creative skills, including drawing, then implement their knowledge through studio projects using such materials as clay, plaster, wood, and found objects. They are also trained in the use of basic power and hand tools. At least two field trips required. Open to all students with or without prior knowledge of sculpture. (Additional course fee) [H]

Instructor: Gil.

ART 109 - Drawing I ()

An introduction to various approaches to drawing, including the use of line, hatching, contour, and shading. More emphasis is placed on immediacy than on finishing technique. Human and other natural forms as well as inanimate objects are drawn in both experimental and disciplined ways. Open to all students. [H]

Instructor: Staff.

ART 111 - Beginning Printmaking ()

An introduction to intaglio, relief and screen printing, as well as their digital equivalents: photo screen printing, laser etching and wax transfers. We will examine how these analog and digital techniques inform the outcome of the printed image as well as how they can be combined to create more complex narratives. The class will culminate with the making of a unique object that integrates the above techniques and evades traditional definitions of printmaking. (Additional course fee) [H]

Instructor: Staff.

ART 114 - Beginning Painting ()

An introduction to acrylic, watercolor, and oil painting, evolving from basic studies to more involved problems in formal and expressive relationships. The achievement of a sense of life and meaning in relatively simple subject matter is emphasized. (Additional course fee) [H]

Instructor: Kerns. Offered: Fall and spring semesters.

ART 120 - Architectural Design and Theory ()

The course provides an introduction to the theoretical basis and process by which architects design buildings. Course work includes three or four design projects focusing on significant architectural issues such as urban revitalization, sustainable building, historic preservation, etc. Architectural drafting (by hand) and presentation techniques are developed. No prior background in architecture or drafting is required.

Instructor: Biondi.

ART 126 - History of Architecture ()

A survey of Renaissance, Baroque, Rococo, Neoclassical, Eclectic, and Modern architecture. Buildings and urban plans will be studied in relationship to the cultural, social, and structural character of each period. [H]

Instructor: Mattison. Offered: Spring semester.

ART 128 - Introduction to Asian Art ()

Introduction to Asian Art is an introductory survey of Chinese and Japanese art from their respective Neolithic periods through the 19th Century. The purpose of the course is to provide an historical framework from which an overall concept of the arts of China and Japan may be derived. [GM2, H]

Instructor: Staff.

ART 140 - Art and Architecture of World Traditions: Asia, Africa, the Americas, and Oceania ()

This course is designed to introduce students to works of art in various media developed in isolation from the European tradition. Lectures will focus on the major artistic traditions of South and Southeast Asia, the Islamic World, China, Japan, Oceania, the Americas, and Africa. Using visual arts as a tool, this course will introduce students to the diverse social customs, religions, and beliefs of peoples from these regions. [GM1, GM2, H]

Instructor: Furniss.

ART 155 - Digital Photography I ()

Creative expression, explorations of content and articulation of ideas will be emphasized. The course comprises technical lectures, laboratory demonstrations, slide lectures of historic and contemporary photography, and critiques of student work. Upon completion of the course, a student can expect to have a thorough understanding of the basics of digital photography-proper and consistent image exposure, basic Photoshop skills and competency with scanning and digital printing. (Additional course fee) [H]

Instructor: Staff.

ART 175 - Media Art I ()

In this class students will learn to use digital media as an art form while thinking about recent shifts in the tradition, practice, and purpose of image making. The class will be divided into three parts: photography, sound art, and the making of pod casts and video art. During the class we will experiment with using social media platforms to present the works we make. [GM1, H]

Instructor: Skvirsky.

ART 192 - Experiencing the Found Object ()

This course offers students an opportunity to understand how to manipulate and assemble found materials into exciting and convincing sculptural forms that transcend their original source into poetic visions. The Dada and Surrealists founded the Art of Assemblage at the beginning of the twentieth century. Since then many artists have assembled found objects-either natural or pre-fabricated-into structures that equal any other sculptural medium.

Instructor: Gil.

ART 196 - Basic Photography (Black and White) ()

This course introduces students to the techniques of film exposure, developing, contact printing, and proofing. In addition, the course exposes students to the aesthetics of black and white photography, presentation of work, and a brief history of the subject. Students should have their own cameras. Limited to 12 students.

Instructor: Staff. Offered: Interim Session.

ART 206 - Art Materials and Methods ()

Contemporary artistic practices incorporate many mediums and disciplines. This course is designed to introduce students to current practices within the context of historical traditions and artistic philosophies. Course assignments will include practical projects, classroom critiques as well as field trips and visiting scholars. Students will be introduced to a variety of mediums that utilize reproduction and assemblage through active involvement with image production using alternative media.

Prerequisite: ART 109 or permission of instructor. Instructor: Staff.

ART 209 - Drawing II ()

A continuation of Drawing I with greater emphasis on compositional relationships and the human figure. There is further exploration of various media and techniques. Drawings by artists of the past and present are studied. Problems associated with aesthetic quality are discussed.

Prerequisite: ART 109, or permission of department head. Instructor: Staff.

ART 212 - Interdisciplinary Printmaking ()

An in-depth examination of planographic techniques including screen printing, inkjet printing, photo lithography and transfer techniques. These techniques will be examined in relation to more dimensional forms of printing: collography, embossment, vacuum forming and water immersion printing. Working within the ethos of printmaking: collaboration, dissemination and production, students will learn to share, question and think through their ideas using a variety of traditional and contemporary forms of making. (Additional course fee)

Prerequisite: ART 111, or permission of instructor. Instructor: Staff.

ART 215 - Sculpture II ()

In this sequel to ART 107 students explore specific frameworks and concepts. This course will explore unique and innovative approaches for using art as a catalyst to explore the interrelationships of the physical, biological, cultural, technological systems in our environment through a multidisciplinary approach. Students complete projects to reflect an understanding of these areas using a variety of materials including found objects and natural materials. Students' technical skills in the use of materials and tolls are expanded. (Additional course fee) [H]

Instructor: Gil.

ART 216 - Byzantine Art ()

An exploration of the art and architecture of Eastern Europe, Balkan, Asian, and Mediterranean countries during the period of Byzantine rule (343-1453). Works of architecture, sculpture, and painting as well as illuminated manuscripts, icons, and liturgical objects are examined in terms of both their iconography and style. Their significance within the historical, social, religious, and economic context in which they were produced is explored. [W]

Instructor: Sinkevic.

ART 218 - Intermediate Painting ()

Intermediate study in painting methodology. Technical instruction in acrylic, oil, and egg tempera. Investigations into figurative and abstract modes of painting, with emphasis on individual preference. Critiques are regularly scheduled. (Additional course fee) [H]

Prerequisite: ART 114, or permission of instructor. Instructor: Kerns.

ART 221 - Ancient Art ()

A study of the architectural and artistic achievements of the ancient civilizations around the Mediterranean: Egyptian, Minoan, Mycenaean, Greek, and Roman. The monuments are analyzed in terms of style, technique, function, patronage, and influence. [W]

Instructor: Sinkevic.

ART 223 - Italian Renaissance Art ()

A study of the art and architecture of Florence, Rome, Siena, and environs from the late thirteenth to the late fifteenth centuries. The works are analyzed in terms of style, technique, function, and patronage. [H, W]

Instructor: Hupe. Offered: Fall semester, alternate years.

ART 224 - Baroque Art ()

A study of seventeenth-century European painting, sculpture, and architecture, focussing on the most important masters of the day: Caravaggio, Bernini, Poussin, Rembrandt, and Rubens. The works are analyzed in terms of style, technique, function, and patronage. [W]

Instructor: Hupe.

ART 225 - Northern Renaissance Art (1)

In an age of political instability, religious turmoil and social unrest, great art shines forth. This course surveys the works of art and architecture produced in Northern Europe from the late 14th to 16th centuries. We will investigate the connections between art and religious life, aristocratic courts as centers of patronage, as well as the emergence of a wealthy merchant class that demanded a new art market.

Instructor: Hupe.

ART 226 - Age of Michelangelo ()

A study of sixteenth-century painting, sculpture, and architecture, focusing on the most transcendent artists of the age: Michelangelo, Leonardo da Vinci, Raphael, and Titian. [H, W]

Instructor: Ahl.

ART 228 - East Asian Art and architecture: China and Japan ()

This class will introduce students to the major art and architectural traditions of China and Japan from Neolithic times through the modern period. The course will focus on the cultural, social, and political movements that informed Chinese and Japanese artistic changes over time. [GM2, H]

Instructor: Furniss.

ART 233 - Nineteenth-Century Painting and Sculpture ()

A study of important developments in European art from the time of the French Revolution through Post-Impressionism. Visual culture is related to the social and political attitudes of the period. [H]

Instructor: Mattison.

ART 234 - Modern Art ()

A study of major trends in modern European and American art. Expressionism, Cubism, abstraction, Surrealism, and more recent developments are emphasized, as are their relation to cultural, social, and political attitudes of the period. [H]

Instructor: Mattison.

ART 240 - Japanese Art and Architecture ()

This course is an introductory survey to the artistic and architectural tradition of Japan from Neolithic times to the present. The course will focus on the cultural, social, and political movements that informed Japanese artistic and architectural changes over time, as well as the profound impact that the mainland (China, Korea, and indirectly, India)

had on its religious, social, cultural, and artistic development. [GM2, H]

Instructor: Furniss.

ART 241 - History, Art and Culture of Russia and Eastern Europe ()

This course introduces students to the major issues addressed by scholars of Russia and Eastern Europe in a number of different disciplines: history, art, literature, government, economics, religious studies, and music. Each week, we treat a different era of history, reading literature, viewing slides, listening to music, and discussing social and political developments. Students will read the Great Russian writers, examine religious culture and architecture, and learn about life in Russia and Eastern Europe today. [H, SS]

Cross-Listed as: HIST 241, REES 241. Instructor: Sanborn, Sinkevic.

ART 242 - Chinese Art and Architecture ()

This course is an introductory survey of Chinese art and architecture from Neolithic to modern times. Emphasis will be placed on the dynamic processes-cultural, social, political, economic, etc.-that contributed to artistic and architectural developments and changes over time. [GM2, H]

Instructor: Furniss.

ART 244 - Indian art and architecture ()

This course explores the history of Indian art and architecture from ancient to contemporary times. Special attention is placed on monuments and works of art that connect to some of India's major religious traditions, specifically Buddhism, Hinduism, and Islam. India’s religious and cultural impact on its East and Southeast Asian neighbors is also discussed. [GM2, H]

Instructor: Furniss.

ART 250 - Art and Environment ()

While one view of art making would suggest elite tools and materials available at a premium through specialty shops, many artists from all over the world -- for reasons of politics, philosophy, economics, environmental concerns or conceptual relevance to the given idea -- have engaged with found objects and materials to create beautiful, compelling, and revolutionary works of art. In this course we will explore artists and art practices that function in this manner and investigate through studio practice ideas and methods for producing such work. Our investigations will focus on artists whose work is involved with environmental concerns, broadly defined. We will explore and produce work that engages with environment in a social, political, and cultural context. [H]

Prerequisite: Any 100-level Studio Art or Environmental Studies course. Cross-Listed as: EVST 250. Instructor: Staff.

ART 252 - Video Art ()

This course takes an art-based approach toward the theory and practice of time-based media with particular emphasis placed on the moving image. Various media and many approached will be investigated in relation to conceptual, formal, and technical ways in which to make art with time as its foundation. Sound art, performance, and 2D animation will also be discussed as we explore the relationship of image to time, image to sound, and image to body. Specific time-based forms used by artists will be presented, such as sequential imagery, photo sequence and text, language, performance, audio works, film theory, video and multimedia. The course comprises technical lectures, laboratory demonstrations, slide lectures of historic and contemporary art, and critiques of student work. Approximately 3 hours of laboratory work is done weekly in addition to scheduled class time. Upon completion of the course, a student can expect to have a thorough understanding of the basics of time-based art. This includes fluidity with video and sound editing, understanding of conceptual art, practices and competency with digital video cameras and microphone use. [H]

Prerequisite: ART 175 or FAMS 102. Instructor: Skvirsky.

ART 255 - Photography II ()

In this intermediate course, students will refine both their aesthetic and technical photography skills. Studio assignments are designed to teach students specific technical skills (medium format, strobe + large format printing, develop students' individual styles, and examine photography's relationship to other art mediums and its cultural implications. In addition to studio assignments and group critiques, there will also be slide lectures, technical demonstrations, readings, writing assignments, field trips and visiting artists. (Additional course fee) [H]

Prerequisite: ART 155 or ART 196 or permission of the instructor. Instructor: Skvirsky.

ART 275 - Art, Neuroscience and Consciousness ()

Art and science share a long history of common iedas and practice. We hope to develop the students' sense of connected history as well as the current intersection between the fields by exploring various perspectives about visual processes, perception, self creativity and consciousness through readings, discussion and studio/lab projects. Students will benefit from the rare opportunity to intensively study the interconnection between two disciplines.

Cross-Listed as: NEUR 275. Instructor: Kerns, Reynolds.

ART 306 - Capstone: Senior Studio Seminar ()

This fall semester course is designed as a capstone experience for Art majors with a concentration in studio art. Students are expected to engage and complete a semester long project as well as participate in critiques, discussions, film screenings, and field trips. During their studio art studies, students have explored a wide range of methodologies-research, material investigation and conceptual inquiry-for creative production. This course brings studio practice into dialogue with art theory in order to contextualize contemporary art in a holistic way that gives students' the experience of working as professional artists. [H, W]

Prerequisite: ART 206. Instructor: Staff. Offered: Fall.

ART 339 - Advanced Painting ()

Advanced study of the types and combinations of pictorial space through the techniques of composition and modern structural concepts. Emphasis is placed on the dynamic relationships of the subject to the expressive network of formal elements: color, rhythm, value, scale, and form. [H]

Prerequisite: ART 109, or ART 218. Instructor: Kerns.

ART 340 - Seminar in Art History ()

A study of particular periods, movements, and artists that relates theoretical, historical, and formal approaches, such as protest art, abstract expressionism, Picasso studies, installation and video art and 15th-century Italian painting. Topics vary according to the specialty of the professor. Open to juniors and seniors who have completed ART 101 and ART 102 and at least two intermediate-level art history courses.

Instructor: Staff. Offered: Spring semester.

ART 341 - Seminar in Studio Theory and Methods ()

This course examines decisions and actions that define the working process of individual artists. In a project-driven format, painting, printmaking, sculpture, graphic design, or special other studio work is addressed as a broadly expanded category of contemporary art making. Includes filed trips, visiting artists, and regularly scheduled critiques.

Prerequisite: ART 206. Instructor: Staff.

ART 344 - Internships ()

Students majoring in art may take an approved internship at a museum, gallery, or related institution. The internship includes reading assignments, art-related work experience, and a written report on selected activities.

Instructor: Staff.

ART 355 - The History and Practice of Photography ()

This seminar class considers the history of photography through its technological developments and its primacy in our media saturated culture. In an effort to understand photography's global reach, photographers and art movements from the global South (Latin America and Africa) in addition to the European/American canon will be studied. Every assignment will include both analogue and digital processes. Students will be able to choose to write a research paper or pursue a photographic project as their final project. [GM1, H]

Prerequisite: ART 155 or ART 196 or ART 255 or (ART 101 and ART 102). Instructor: Skvirsky.

ART 390-391 - Independent Study in Studio Art ()

Advanced independent study with regularly scheduled critiques. Individual projects in painting, printmaking, sculpture, graphic design, or special work in portfolio development and presentation may be proposed. For junior and senior art majors and minors. Hours to be arranged.

Prerequisite: Permission of instructor. Instructor: Staff.

ART 392-393 - Independent Study in Art History ()

Advanced independent study and research in art history with individually designed research programs done in consultation with a member of the art history faculty. For junior and senior art majors and minors. Hours to be arranged.

Instructor: Staff. Offered: Spring and fall semesters.

ART 495-496 - Thesis in Art History ()

Majors with a strong performance in art history are invited to become candidates for departmental honors during second semester of junior year. During the senior year, candidates conduct research in a specialized field of art history under the guidance of art history faculty. The project culminates in a written thesis and an oral defense. [One W credit only upon completion of both 495 and 496]

Prerequisite: ART 101, ART 102, or ART 125, ART 126, and three intermediate or advanced courses in art history. Instructor: Staff.

ART 497-498 - Thesis in Studio Art ()

Majors with a strong performance in studio art are invited to become candidates for departmental honors during the second semester of their junior year. In their senior year, candidates conduct research in a specialized field of studio art under the guidance of the studio art faculty. The project culminates in a body of work, a written thesis, and an oral defense.

Prerequisite: ART 109, ART 214, and ART 338 or ART 339; or ART 103, ART 107, and ART 215, or ART 103, ART 111, and ART 212. Instructor: Staff.

A&S - ANTHROPOLOGY AND SOCIOLOGY

A&S 102 - Cultural Anthropology ()

By offering in-depth study of selected cultures to illustrate general organizing principles of society, the course provides students with skills appropriate to the understanding of foreign cultures and our own. Included are consideration of government, law, economics, and religion, and their role in understanding social change, stratification, language, and social conflict. [SS]

Instructor: Staff.

A&S 103 - Introduction to Sociology ()

This course takes a social scientific approach to the study of human social relationships. Its purpose is to introduce the basic concepts, theoretical orientations, and methods of the sociological perspective. Topic areas include the socialization of personality, culture, urbanization, alienation, deviance, inequality, and the rationalization of society. [SS]

Instructor: Staff.

A&S 200 - Research Methods and Design ()

This course focuses on analyzing and conducting empirical research in anthropology and sociology. We cover logic of research design and applications of quantitative and qualitative methods. Students who complete this course successfully will be prepared to conduct their own research and to evaluate other research in the social sciences.

Prerequisite: A&S 102 or A&S 103. Instructor: Staff.

A&S 201 - Culture and the Environment ()

We will study how humans have shaped the environment and how the environment has shaped us, utilizing theories from anthropology that provide insight into our relationships and interactions with the worlds around us and help us understand environmental issues. Topics include relationships with "nature", knowledge about environments and how we use it, interactions with plants and animals, and intersections of the environment with race, class, gender, and ethnicity. Cases from around the world will be examined. [GM1, GM2, SS, W]

Prerequisite: A&S 102 or A&S 103. Instructor: Salas Landa.

A&S 202 - Anthropology of the Middle East and North Africa ()

This course focuses on the anthropology of the Middle East and North Africa, analyzing how earlier conceptualizations of the "Orient" have shifted to more modern academic definitions of "area." We will explore different themes-both historical and contemporary-in the sociocultural analysis of the MENA region. Students will critically engage with ethnographic accounts and debates about various MENA countries/communities, including in the diaspora, in order to understand the sociocultural diversity and complexity of Arab and Muslim life. [GM1, GM2]

Prerequisite: A&S 102 or A&S 103. Instructor: Staff.

A&S 204 - European Communities ()

Although most people think of Europe in terms of "national" cultures it is the local community whether urban or rural that teaches its members a way of acting in and seeing the world. This course considers some of the general cultural variations that characterize European communities and some possible explanations (historical ecological) for that variation and then proceeds to a series of community studies of a small number of cultures. [W]

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: A. Smith.

A&S 205 - African Modernities ()

This course provides a critical engagement with contemporary ethnography in the African context. The class highlights texts that expand our sense of anthropological research while challenging us to conceptualize "Africa" in new ways. We will examine how diverse African social worlds have actively shaped and been altered by the forces and forms of modernity, ranging from colonialism to popular culture, development, the nation-state, and globalization. The class underscores the complexity of everyday life across an astonishingly dynamic and diverse continent. [GM2, V]

Prerequisite: A&S 102 or A&S 103 or permission of instructor. Instructor: Bissell.

A&S 208 - Mapping Identities: Race, Ethnicity, & Residential Segregation in 1920's Easton, PA ()

This course offers students an introduction to anthropological understandings of race, ethnicity, and class and mapping methodologies while conducting concentrated hands-on research on an Easton neighborhood, Syrian Town, circa 1920. Students will learn by doing: theories of race, class, and ethnic relations will be elucidated through their analysis and mapping of census sheets from 1920. [GM1]

Prerequisite: A&S 102 or A&S 103 or permission of instructor. Instructor: Smith/Clark.

A&S 209 - Selected Studies in Ethnography ()

This course focuses on ethnography as the key narrative form of anthropological research while foregrounding critical issues in a specific ethnographic area (for example, Africa, South or East Asia, the Middle Easat). Descriptions of current offerings are available through the departmental office or through the Registrar's Office.

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Staff.

A&S 210 - Contemporary American Society ()

This course provides a critical understanding and analysis of modern American society, culture, and state. The approach is interpretive and thematic, examining individualism, community, ethnicity, work and leisure, technology, politics, the state, etc. The course builds on introductory level perspectives, applying them in a more detailed and focused manner.

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Staff.

A&S 211 - Symbolic Interaction ()

This course covers sociological perspectives on social psychological issues dealing with emotions, the formation of a self-concept, impression management and conformity. Particular emphasis is paid to understanding the social influences on individual and social behavior through a microsociological perspective.

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Shulman.

A&S 212 - Sex and Gender: A Cross-Cultural View ()

Students explore the variety of ways that cultures assign roles on the basis of gender by in-depth consideration of several contemporary societies. Students also consider the evolution of gender roles, and the way in which Western perceptions of these roles may have contributed to explanatory models in the social sciences. [GM1, SS, W]

Prerequisite: A&S 102, A&S 103, or permission of instructor. Instructor: Staff.

A&S 214 - Race and Ethnic Relations ()

This course highlights issues of race and ethnicity in multiple contexts, with a focus on the U.S. It explores the limits of race and ethnicity as scientific categories and their legacy as powerful social constructions, with a special focus on the legacy of slavery. As social constructions, race and ethnicity are often elusive, shifting, and negotiable principles. Students explore how such fluid principles can have such lasting effects and consider their sometimes hidden links to economic status.

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Smith.

A&S 215 - Occupations and Professions ()

This course focuses on the sociological study of occupations and professions in modern societies. Among topics to be discussed are the social meaning of work; the concept of career; and the process of professionalization. Special attention is given to the study of occupational groups as a means of exploring some basic social problems and issues of American society.

Prerequisite: A&S 102 or AS& 103 or permission of the instructor. Instructor: Staff.

A&S 216 - Class, Status, and Power ()

This course focuses on the development, application and redefinition of the concept of social class as related to

contemporary society. Power and status relations, social mobility, and mass society will be topics of special interest. [W]

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Schneiderman.

A&S 217 - Poverty in the United States ()

This course considers the nature, causes, and consequences of poverty in the United States, primarily from a sociological perspective. It examines the measurement, scope, demographics, and dynamics of poverty in the U.S., as well as factors closely connected to poverty, such as low-wage work, neighborhood, family structure, education, violence, and crime. In this course, the experiences of the urban poor will be of particular interest. [GM1, SS]

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Kissane.

A&S 218 - Political Sociology ()

Sociological theories of power, authority, and politics will be used to understand political policies and their consequences for democracy. [W]

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Schneiderman.

A&S 220 - Who Gets What and Why ()

This course uses sociological perspectives to examine the nature and mechanisms of social inequality in the United States and abroad. Specific topics may include distributions of income, wealth, and political power; discrimination in the work place; disparities in health outcomes; impacts of the media and educational system; extreme wealth; and global stratification. Special attention will be paid to how inequality is patterned by race, class, and gender, including the intersections of these social groups. [GM1, SS]

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Kissane.

A&S 222 - Medical Anthropology ()

This course explores, through ethnographic studies of other cultures and constant comparison with our own, the various ways in which illness is defined, explained, and treated. We will examine both the influence of culture on medical beliefs and practices, and the degree to which an anthropological view of medicine reveals central features of any sociocultural system. [SS]

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Bissell.

A&S 224 - Self, Society, and Culture ()

What are the principal ways in which the individual is shaped by the surrounding social and cultural world? Each semester we will pose this question in relation to a particular foreign culture in order to: (1) learn how anthropological models and theories interpret and/or explain this relationship and (2) find an anthropological route into that culture.

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Staff.

A&S 225 - Deviance ()

This course examines social deviancy with a particular focus with competing theoretical explanations of deviant behaviors such as corporate crime, delinquency, sex work, substance abuse and violent crime. Attention will be given to the normative, symbolic processes through which individuals and acts become defined as deviant. [V]

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Shulman.

A&S 226 - Race, Racism, and Health in U.S. Society ()

This course explores racial health inequalities in the United States. Despite improvements in overall U.S. health, significant racial health disparities remain. the course will focus on the following five areas: (1) contemporary theories of race and racism; (2) understanding the sources of racial health inequalities; (3) assessing how racism impacts various dimensions of health; (4) racial inequalities over the life course; and (5) protective mechanisms and potential policy solutions to address racial health inequalities. [W]

Prerequisite: A&S 102 or A&S 103, or instructor permission. Instructor: Tavares.

A&S 227 - The Family ()

The family is the most universal of all institutionalized human groups and yet, in our own society, seems fragile and unstable. A primary theme throughout the course is in the changing forms and functions of the family with emphasis on contemporary society. Consideration will be given to class, ethnic and life-style variations in family form. [SS]

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Kissane.

A&S 228 - Alienation ()

The last century was a century of release" from the traditional bonds of community-family place class and religion. The paradox of that release (as yet unresolved) is that this new freedom from traditional social forms was accompanied by alienation-the estrangement of individuals from each other from the world of objects from the world of thought and from themselves. [W]"

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Schneiderman.

A&S 229 - Sociology of Sex and Gender ()

This course examines theoretical and empirical approaches to the sociology of sex and gender, focusing primarily on women's and men's experiences in contemporary American society. We will explore the ways that gender intersects with race, ethnicity, social class, and sexuality and pay special attention to how major institutions in society-such as education, the media, the workplace, and the family-are pivotal sites for the maintenance and reproduction of gender roles, differentiation, and inequities. [GM1, SS, W]

Prerequisite: A&S 102 or A&S 103. Instructor: Kissane.

A&S 230 - Social Memory ()

Shared representations of the past both reflect and shape social identities. Because societies are heterogeneous, differing views of the past coexist, and history itself can become a battleground. What are the outcomes of clashes over the interpretation of past events? How are distinct visions of the past preserved over the generations? Through a

rigorous schedule of readings and writing, culminating in a final research project, students consider the many ways in which the past enters everyday lives and may even shape the future. [W]

Prerequisite: A&S 102 or A&S 103. Instructor: Smith.

A&S 231 - Anthropology of Education ()

This class examines education, broadly conceived, in various locations around the world. Topics include race and diversity, citizenship, colonialism, classroom power relations, planning and administration, globalization, and gender. The course also considers educational venues as "field sites" for conducting ethnography, and asks students to employ a transnational perspective in order to understand how changes here in the U.S. impact other parts of the world, and vice versa. [GM1, GM2, SS]

Prerequisite: A&S 102 or A&S 103. Instructor: Vora.

A&S 233 - Anthropology of the City ()

This course centers on cities as sites and subjects of anthropological inquiry. Across the globe, urbanization has increasingly defined the landscape of modern life. What makes the metropolis meaningful, and how do spatial forms shape social practices? In what sense does the cultural milieu of the city-material and symbolic, dynamic and diverse-challenge us to critically re-imagine anthropology? How are social identities shaped by the everyday experience of urban communities, commodities, and cultural forms?[SS, W]

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Bissell.

A&S 235 - Business and Society ()

This course explores the impact of business upon our culture and the role of business in modern society. Of special interest are the growth and development of capitalism and business thought, the influence of the corporation, and the role of management in society. Case materials are utilized extensively.

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Lee.

A&S 236 - Sociology of Knowledge ()

The central focus of this course will be upon an examination of the social creation of knowledge and the consequences of knowledge for social organization. Definitions of knowledge will be drawn from such sociological theorists as Weber, Marx, Mannheim, Scheler, and Durkheim.

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Lee.

A&S 237 - The Sociology of Consumerism and Marketing ()

This course will introduce students to sociological perspectives on marketing and examine patterns of consumer behavior. We will analyze how consumers are influenced to buy and societal consequences of contemporary large-scale patterns of consumerism. [V]

Prerequisite: A&S 102 or A&S 103 or permission of instructor. Instructor: Shulman.

A&S 238 - Gender and Popular Culture ()

This course examines the intersection of gender and popular culture from an anthropological point of view. We consider how popular culture -- comics, films, TV programs, performances, etc. -- challenge or substantiate gendered norms in various cultural contexts. Given that daily lives in any culture are awash in popular culture, we focus on pop culture to ask how difference and power are socially constructed, and what effect these constructions have on gendered identities.

Prerequisite: A&S 102 or A&S 103 or permission of instructor. Instructor: Staff.

A&S 239 - Social and Cultural Change ()

This course will focus on theories of change as they illuminate prevalent forms of change in the face of the social and cultural forces of fixity and persistence. We will read and discuss case studies of historical social and cultural structures that have changed over time due to innovations in science and technology, radical rethinking in terms of religion and politics, and natural or man-made disasters that challenged established ways of behaving. [W]

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Schneiderman.

A&S 241 - Racial Formations in Postcolonial Europe ()

Soccer hooligans in Italy shout racial slurs at players with darker skin tones; thugs attack refugee housing in Sweden; and "suburban" youth of the postcolonial African diaspora riot for days across France. This course explores the contours of contemporary European racial formations, tracing continuities with prior eras as well as zones of rupture. Course materials include a rich suite of ethnographic studies, with an emphasis on French and German examples [W]

Prerequisite: A&S 102 or A&S 103 or permission of instructor. Instructor: Smith.

A&S 242 - Transnationalisms ()

This course investigates anthropological research on the transnational movement of people, things, money, and ideas. Examining many different cultural contexts, we explore transnational movement and connections to see how they are facilitated, impeded, and described. Although this course is concerned with global flows, each example is grounded in uniquely local contexts. [W]

Prerequisite: A&S 102 or A&S 103 or permission of instructor. Instructor: Staff.

A&S 244 - Rebuilding Shattered Worlds through Recollection: Engaged Anthropology and Oral Testimony ()

This course explores the politics of place and memory through a close look at "Syrian Town," a once-thriving multi-ethnic neighborhood in Easton, PA, demolished in the 1960s. How have former residents coped with the destruction of their community? What role does recollection play in rebuilding shattered worlds here and elsewhere? Students will consider these questions while developing interview and ethnographic research skills. [SS, W]

Prerequisite: A&S 102 or A&S 103 or permission of instructor. Instructor: Smith.

A&S 245 - Mass Communications and Society ()

This course is designed to give students an overview of mass media theory and research rooted in a number of ideological perspectives of society. Topics include the rise of mass communications, the audience, media effects, news ideologies, the sponsor, mass media politics, and new communications technologies. The goal is to provide detailed understanding of the social, cultural, economic, organizational, and political forces that have shaped our contemporary mass media.

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Staff.

A&S 250 - Anthropology of Religion ()

As the United States and European colonial powers expanded into places like Africa, Native North America, Melanesia, and Australia (to name a few), different national traditions of anthropology developed an ever evolving toolbox of approaches and techniques for understanding the religious lives of Euro-American Others. This course is an introduction to this "toolbox" of anthropological theories and methods for studying religion from the Victorian era to the present. The course will also attend to voices in the discipline critical of the way anthropology constructs "religion" as an abject of analysis. [SS, W]

Prerequisite: A&S 102 or A&S 103, or REL 101. Cross-Listed as: REL 250. Instructor: Blunt.

A&S 251 - Muslim Girls (Run the World): Gender and Popular Culture from Prophetic Tradition to Arab Futurism ()

This interdisciplinary course takes up topics that are vital for students on college campuses today, including Islam, Islamophobia, gender, youth, and popular culture. Taking an innovative approach that offers both a long view of Muslimah popular culture from the advent of Islam and a global perspective on the various iterations of gender and sexuality among Muslim communities, this course helps students unlearn common misconceptions and increase tolerance while honing skills in two important disciplines and learning how they speak to each other. [H, SS, GM2, V]

Prerequisite: A&S 102 and A&S 103. Cross-Listed as: HIST 251. Instructor: Goshgarian, Vora.

A&S 252 - Bodies in Society ()

This course provides an overview of sociological perspectives on bodies and embodiment. In this course, we will discuss the ways in which the body is socially constructed and controlled through institutions such as medicine, criminal justice, media, etc. We will explore how the social construction of bodies is shaped by social structures such as race, class, and gender. To explore these topics, we will analyze the works of important classical and contemporary social thinkers. [GM1]

Prerequisite: A&S 102 or A&S 103. Instructor: Staff.

A&S 255 - Contemporary Society and the Cinema ()

This course examines the place of movies in shaping and changing popular culture in contemporary societies. Between two and four movies will be seen and discussed each week. These include American- and British-made films, as well as films made in France, Germany, Italy, Spain, and Japan. The purpose of the course is to expose students to a variety of cultural responses to similar genre, and to see how one culture influences the cinematic traditions of another culture.

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Schneiderman.

A&S 258 - The Anthropology of Violence ()

Violence often plays a role in social changes as well as in the maintenance of social institutions. This course examines violence in its immediate, structural, and symbolic forms as a force that dissolves as well as consolidates the counds of self and community. The class takes a cross-cultural approach to topics such as welfare, terrorism, torture, policies of neglect and exploitation, media depictions of violence, violence in religious ritual, and nonviolent alternatives to conflict.

Prerequisite: A&S 102 or A&S 103 or permission of instructor. Instructor: Staff.

A&S 259 - Sociology of Disaster ()

This course examines a variety of disasters from those that are "man-made," to "natural disasters." Societal responses to disasters, ranging from moral and political protest movements, on the one hand, to legal actions and legislative efforts on the other, will be examined, along with the scientific and technological responses to these disasters, and the ethical issues that these spawned. [SS, V, W]

Prerequisite: A&S 102 or A&S 103. Instructor: Schneiderman.

A&S 262 - Health in the Life Course Perspective ()

Health can be understood only by examining long-term patterns of aging, exposure to risk and protective factors, and individual choices. One's health at 40 or 70 reflects not only current and recent experiences, but also conditions experienced in childhood. The purpose of this course is to provide an introduction to life course theory as it pertains to health and to learn about cutting edge research in this area. [W]

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Tavares.

A&S 263 - Latin American Ethnography ()

This course explores the complexity, persistence, and the multifaceted nature of violence in Latin America by considering a broader range of *ordinary* forms of harm, conflict, exclusion, and neglect. Over the course of the semester, we will grapple with the notion of “violence” and look not only at its extraordinary manifestations but also the significance of and continuities with its everyday and attenuated expressions. To this end, we will cover topics ranging from the routinized and bureaucratized violence of economic indebtedness and precariousness, of illness and disease in zones of abandonment and pollution, and of gendered forms of social control to the more overt violent ruptures involving urban lynchings, policing, and border crossings. [GM1, GM2, SS]

Prerequisite: A&S 102 or A&S 103. Instructor: Salas Landa.

A&S 265 - Sociology of Sports ()

This course investigates organized sport as an institution and cultural phenomenon from a sociological perspective. Through such critical study, students will gain a greater understanding of American culture, social inequality, and

societal institutions. Much of the course focuses on race, class, and gender and how sports both reflect and perpetuate status inequities. We also explore relationships among sports and education, politics, and adolescent culture and delve into social problems in contemporary sports (e.g., doping). [SS]

Prerequisite: A&S 102 or A&S 103. Instructor: Kissane.

A&S 266 - Social Determinants of Health ()

This course provides an overview of the social determinants of health and illness. The course primarily focuses on the intersection of society and health in the U.S. One of the main course goals is to understand how social processes influence different aspects of health and shape medical institutions. Although we will cover a variety of topics, there will be a specific focus on health inequalities.

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Tavares.

A&S 267 - Film, Media, and Popular Culture in Africa ()

Media are often associated with the West, leaving other sites of visual production out of the picture. Since the early colonial period, African audiences have consumed images, especially cinema, while largely being relegated outside the frame. How have Africans resisted the hegemony of Western images and representations? What differences are involved when Africans seize the camera and seek to tell stories that reflect their own social realities? [GM1, GM2, SS]

Prerequisite: A&S 102 or A&S 103 or FAMS 101, or permission of instructor. Cross-Listed as: FAMS 267. Instructor: Bissell.

A&S 271 - Gender in the Muslim and Arab Worlds ()

This course focuses on gender and sexuality in the Middle East and in Muslim communities around the world. The course materials, from anthropology as well as other disciplines, will challenge you to critically reflect on taken-for-granted categories such as “Muslim,” “Arab,” and “Middle Eastern” by exploring three interrelated themes: 1) the diversity of Muslim women and the heterogeneity of gendered experiences in the Middle East; 2) academic and media representations of Islam and the Middle East; and 3) the complex and complicit relationships between Western feminist movements and other social, political, and military engagements between the “West” and “Islam,” such as the “War on Terror” and the headscarf debates in Europe. The course is organized around weekly key terms that bring together at times seemingly unrelated material in order to think about historical and contemporary circumstances and their linkages in different and more critical ways.

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Vora.

A&S 301 - Social Welfare Policy and the Safety Net ()

The term "safety net" commonly refers to a range of public and non-governmental programs and policies aimed at alleviating poverty or protecting individuals and families from experiencing distress and hardship. This course uses a sociological perspective to examine the development, nature, and implications of social welfare policies and programs in the United States. [GM1, SS, W]

Prerequisite: AS& 102, A&S 103, or permission of the instructor. Instructor: Kissane.

A&S 302 - Reproductive Justice ()

Reproductive justice is defined as “the human right to maintain personal bodily autonomy, have children or not have children, and parent our children in safe and sustainable communities.” Building on feminist intersectional theories and drawing from multiple social science disciplines, this course considers various social actors’ experiences of pregnancy and giving birth, their rights to give birth or terminate pregnancy and obtain reproductive services, and their struggles to maintain a viable environment for human reproduction. [GM2, SS, V, W]

Prerequisite: A&S 103 or A&S 102 . Instructor: Peng.

A&S 316 - Global Colonialism ()

Colonialism, imperialism, empire, neocolonialism: these systems of dominion shape social, economic, intellectual, and political life worldwide, and are both constitutive of and a lasting concern for cultural anthropology. In this course, we consider motivations for and consequences of different forms of colonial rule and colonial forms of knowledge. We then turn to settler colonialism, a form that has proven remarkably persistent, focusing on its manifestations in Australia, Canada, and the United States. [W]

Prerequisite: A&S 102 or A&S 103. Instructor: Smith.

A&S 325 - Museums Studies: History, Theory, and Debates ()

This course offers an introduction to the social and cultural history and theory of museums. Thinking about the idea of the “modern” museum as an instrument of power, we will first consider how the practices and ideologies of colonialism, looting and exploitation have shaped the construction of museums and their collections since the cabinets of curiosities of the Enlightenment. Second, we will explore specific collections and exhibits of natural history, anthropology, art, as well as memorials to question whether museums can be transformed into spaces for restitution, repatriation, community building, and the unlearning of the imperial foundations of the knowledge. [GM1, GM2, SS]

Prerequisite: A&S 102 or A&S 103. Instructor: Salas Landa.

A&S 342 - Theories of Society ()

The Upper-level course provides an intensive grounding in broad range of anthropological and sociological theory. The course addresses the development of social theory since the 19th century. Over the course of the semester, students will explore the limitations and uses of different social theories, applying what they are learning as they pursue an extended research project in consultation with the instructors. The course serves as a capstone and is required of all majors. [W]

Prerequisite: A&S 102 or A&S 103, or permission of instructor(s). Instructor: Staff.

A&S 343 - Asian America ()

This capstone course is designed to allow you to apply and improve your training in anthropology and sociology by focusing on Asian American Studies, and exciting and rapidly changing interdisciplinary field that draws heavily from these disciplines. In this course, we will explore the diversity of

Asian/Pacific groups in the Americas; their trajectories of migration, racialization and community formation; and the history and debates surrounding the study of Asian Americans. In addition to focusing on people's everyday lived experiences, we will also discuss multiple approaches to "Asian America" as a topic of scholarship and activism. We will be paying close attention to the ways that Asian American identities are not only about race and ethnicity, but also gender, generation, sexuality, and class. [GM1, GM2, W]

Prerequisite: A&S 102 or A&S 103. Instructor: Vora.

A&S 370-380 - Special Topics Seminar ()

A seminar devoted to a subject to be selected by the instructor. Announcement of the proposed subject will be made in advance of each seminar. The course will place a responsibility upon the student for independent study, research, and reporting.

Prerequisite: A&S 102 or A&S 103, or permission of instructor. Instructor: Staff.

A&S 390-391 - Independent Reading and Research ()

Individual investigation of a topic under the supervision of an adviser.

Prerequisite: Permission of instructor. Instructor: Staff.

A&S 495-496 - Thesis ()

Under the guidance of a staff member, the student writes a thesis based on an approved project in a specialized field of anthropology or sociology. If at the first semester's end the project has honors potential the student applies to continue toward graduation with honors. After completing the thesis the student takes an oral examination on it and its field. [One W credit only upon completion of both 495 and 496]

Instructor: Staff.

ASIA - ASIAN STUDIES

ASIA 101 - Introduction to Asian Studies ()

This course introduces the traditions and modern development of Asia with special attention to theoretical and methodological issues. The approach is interdisciplinary, covering subject areas such as history, culture, art, literature, music, religion, economics, politics, and law. The course offers an introduction to the region and provides an important foundation for students interested in taking more specialized courses. [GM1, GM2]

Instructor: Staff.

ASIA 390-391 - Independent Study ()

Open to Asian Studies majors or minors. Students select a specific area of interest for research in consultation with a faculty member from the Asian Studies program. Students confer regularly with the faculty member on their work and prepare an essay on an approved subject. Open to other qualified students with permission of the Program Coordinator.

Instructor: Staff.

ASIA 490 - Capstone ()

Students who major in Asian Studies develop a capstone project during the senior year under the direction of a faculty member in the program. [W]

Prerequisite: Students must be Asian Studies majors. Instructor: Staff.

ASIA 495-496 - Honors Thesis ()

Asian Studies majors who wish to pursue honors should inform their faculty advisers by the end of the second semester of the junior year. Honors work involves a guided program of independent research culminating in a thesis on a topic to be selected by the student in consultation with his or her adviser. Honors candidates enroll in 496 only upon successfully completing ASIA 495. [One W credit only upon completion of both 495 and 496]

Instructor: Staff.

BIOL - BIOLOGY

BIOL 110 - Edible Ethics ()

In this Science Technology in Social Context (STSC) course, we will explore interactions between agricultural production, environmental quality, and human well-being. In addition to covering the science, technology, and ecology of food production, we will also discuss many important philosophical and ethical issues relating to food production and consumption such as pesticide usage, genetically modified food, animal welfare, and veganism. This course will enable identification of value conflicts and provide a framework for discussing them. [STSC, V, W]

Instructor: Rothenberger.

BIOL 111 - Unity & Diversity of Biology ()

An introduction to the scientific study of key biological principles governing the evolution of life. Students are introduced to three core concepts for biological literacy: evolution, structure and function, and systems biology. Core competencies developed in this course include the process of science as well as communicating across disciplinary boundaries. Topics include selective pressure and adaptation, how plants and animals function at the physiological and organismal level, as well as population and ecosystem processes. [NS]

Instructor: Staff.

BIOL 112 - Biomolecular Foundations of Biology ()

An introduction to the scientific study of key biological principles governing cellular processes of life. Students are introduced to two core concepts for biological literacy: information flow and energy transformation at the molecular and cellular level. Core competencies developed in this course include the process of science as well as communicating across disciplinary boundaries. Topics emphasize incremental complexity of biological systems, relationships between structure and function, and their evolutionary implications. [NS]

Instructor: Staff.

BIOL 113 - Quantitative Biology ()

An introduction to quantitative reasoning for biologists. Students are introduced to the core concept for biological

literacy of systems biology. Core competencies developed in this course include the ability to use quantitative reasoning, modeling, and simulation. Topics include data organization, experimental design, statistical inference, data visualization and bioinformatics illustrated by biological examples and data sets. Learning how to use the statistical software package R will be a key component of the course.

Prerequisite: Any college-level science course. Instructor: Staff.

BIOL 202 - Data: the Good, the Bad, and the Misleading ()

In this course, students will learn about common types of miscommunication and misunderstandings associated with visual representation of data and about best practices for data visualization. Through a series of case studies, students will critically evaluate relevant data, the format of its presentation, and the impact the method of presentation has on the reader. Specifically, through critical analysis of the format of the graphs, figures, and tables students will determine whether the chosen methods enable straightforward, independent analysis or push the reader to accept the author's conclusions. Students will reformat the presentation of the data to determine whether other representations would reveal / support different conclusions. In a final project, students will use and build up on previous knowledge to analyze data to related to a global, national, or policy decision. [STSC]

Prerequisite: Any 100-level lab-based course in the natural sciences. Cross-Listed as: CE 202. Instructor: Caslake, Roth.

BIOL 212 - Developmental Biology ()

A study of developmental processes at the cellular and molecular level and description of the stages through which an organism gains complexity. The laboratory features living vertebrate, invertebrate and plant examples of the processes discussed in lecture, as well as a student-designed research project.

Prerequisite: BIOL 111-BIOL 112 or NEUR 201 or permission of instructor. Instructor: Staff.

BIOL 213 - Comparative Vertebrate Anatomy ()

This course explores the structure and function of vertebrate animals. Emphasis is placed on the form/function relationship, the evolution of anatomical specialization, and the comparative method.

Prerequisite: BIOL 111-BIOL 112, or permission of instructor. Lecture/laboratory/independent laboratory.. Instructor: Dearworth.

BIOL 214 - Neuroanatomy ()

An in-depth exploration of the vertebrate nervous system with emphasis on mammals and humans. Lectures detail the structure and function of the brain and spinal cord. The laboratory includes dissection, examination of prepared slides and other materials, and work with computer resources. In the experiential portion of the course, students use classical anatomical and modern molecular techniques to study the brain.

Prerequisite: BIOL 111 and BIOL 112, or permission of instructor (BIOL 213 recommended). Instructor: Dearworth.

BIOL 215 - Phytopathology ()

Plant diseases cause economic losses that exceed billions of dollars annually. This course is designed to introduce you to fundamental aspects underlying the biology of plant diseases caused by infectious organisms. In this course, we will discuss the concept of plant disease and its causal agents, the mechanisms employed by plant pathogens to colonize the host, the methods utilized by the plant to defend itself against pathogen attack, and the societal cost of plant diseases. [W]

Prerequisite: BIOL 111-BIOL 112. Instructor: Ospina-Giraldo.

BIOL 224 - Extreme Plants ()

This course will cover the general structure and organization of the plant body and the varied architectural alternatives that plants have evolved with respect to both form and function of growth and reproduction in each of the major terrestrial and aquatic biomes. The course is comprised of lectures, discussions, laboratories, guided and independent investigations, presentations, and field trips. Lecture and laboratory are integrated in the time allotted for this class.

Prerequisite: BIOL 111 and BIOL 112, or permission of the instructor. Instructor: Rothenberger.

BIOL 225 - Microbiology ()

The biology of microorganisms, emphasizing prokaryotic structure, growth and cultivation, metabolism, genetics and gene regulation. Lecture topics include bacteria-to-bacteria signaling, biofilms, secretion, and microbial diversity. Lectures are supplemented with readings from the primary literature. Laboratory exercises instruct studens on research techniques and provide ample time for open-ended exploration. [W]

Prerequisite: BIOL 111-BIOL 112. Instructor: Caslake.

BIOL 231 - Ecology ()

A study of the relationships between organisms and their environment using empirical and theoretical ecological principles and methods. Emphasizes the scientific method, process of science, variation, hierarchical organization and integration. Laboratory and field exercises illustrate the theoretical concepts discussed in lecture and are writing-intensive. Lecture/discussion/laboratory. [W]

Prerequisite: BIOL 111, or permission of instructor; BIOL 112 is highly recommended . Instructor: Waters.

BIOL 233 - Environmental Problem Solving in Biology ()

This course explores environmental issues using an applied ecology perspective. It emphasizes biological dynamics of human populations and our impact on local, regional and global ecosystems. Topics are multidisciplinary and problem-based learning is emphasized with biological approaches. We review ecological principles in human ecosystems, then explore topics such as environmental public health, ecological risk assessment, exposure to toxicants in the environment, wildlife regulation and management and technology's role in finding solutions to food production.

Prerequisite: BIOL 111, or permission of instructor; BIOL 112 is highly recommended. Instructor: Waters.

BIOL 234 - Environmental Biology ()

While recognizing the interrelatedness among different areas of environmental science, this course focuses on how biological and ecological applications relate to environmental

issues. Emphasis is on how the human population impacts ecosystem function, giving attention both to population regulation mechanisms and to disruption/conservation of ecosystem processes. Laboratory exercises focus on classical applied ecology as well as field excursions targeting policy and management issues. Satisfies core component of Environmental Science minor. Lecture/laboratory.

Prerequisite: BIOL 111, or permission of instructor; BIOL 112 is highly recommended. Instructor: Waters.

BIOL 235 - Evolutionary Biology ()

An introduction to the principles of organic and molecular evolution. Topics include: genetic variation, natural selection, speciation, adaptation, diversification, biogeography, molecular evolution, and the mechanisms underlying each. Laboratory includes experimentation, computer simulation, and relevant reading/presentation of current primary literature in the field. Lecture/discussion/laboratory.

Prerequisite: BIOL 111 or BIOL 112, both preferred. Instructor: Leibel. Offered: Fall or spring semester.

BIOL 245 - Immunology ()

This course examines the immune system at the cellular and molecular level. After examining the basic architecture of the immune system, the course explores the specificity that allows your body to recognize and respond against a virtual unlimited number of potential pathogens. Additionally, the course investigates the development of vaccines and the inappropriate immune responses that lead to allergies and autoimmune disease. Lecture/laboratory.

Prerequisite: BIOL 111-BIOL 112, or permission of instructor. Instructor: Kurt.

BIOL 251 - Human Physiology ()

This course uses a systems approach to human physiology. The functions of the major human organ systems and the physiological mechanisms by which these functions are controlled are considered. In addition to the lectures, there is a weekly laboratory section. Lecture/laboratory

Prerequisite: BIOL 111 or BIOL 112. Instructor: Butler.

BIOL 255 - Molecular Genetics ()

This course focuses on the study of the hereditary principles that govern cellular processes, organismal development, biological diversity, and the evolutionary changes in populations. The goal of this course is to provide an in-depth understanding of these principles, from both Mendelian and molecular perspectives. Emphasis will be placed on the analysis of the experimental work that, over the years, has led to the current status of the discipline of Genetics. By identifying and discussing the most important aspects of a particular experiment (why it was conducted; which results were obtained), students are expected to establish the link between a concept and the scientific research supporting it. In the laboratory component of this course, model organisms will be utilized to help students become familiar with current methods of genetic analysis.

Prerequisite: BIOL 112; CHEM 121, CHEM 122. Instructor: Staff.

BIOL 256 - Neurobiology ()

This course examines the field of neuroscience from a cellular and molecular perspective, with the neuron and neural networks as the focus of discussion and experimentation. After an intensive look at neuronal cell biology and signaling, the course examines the cellular basis of higher-order functions, such as sensation, behavior, and memory. Lecture/discussion/laboratory.

Prerequisite: BIOL 101 or BIOL 112 or NEUR 201. Cross-Listed as: NEUR 256. Instructor: Reynolds.

BIOL 257 - Public Health Biology ()

This course provides students with a comprehensive and integrative overview of biological perspectives on public health problems. An emphasis is placed on infectious and chronic disease case studies in the US and abroad. It will provide opportunities to: (1) apply practical knowledge about biological mechanisms to better understand the relationships between biological, behavioral, and environmental causes of health and disease, and (2) develop a new evidence-based public health intervention and education module. [W]

Prerequisite: BIOL 112. Instructor: Mitchell.

BIOL 265 - Biostatistics ()

This course provides a comprehensive overview of probability and statistics in biological research. Discussion of statistical ideas rather than mathematical derivation is the focus of this course. Students will learn how to design experiments, collect and analyze data, and how to present results in graphical formats. Throughout the course, students will use basic to intermediate level of R programming to learn the above topics and to complete a group project. No programming experience is required. [Q]

Prerequisite: One semester of college-level calculus and BIOL 113, and (BIOL 111 or BIOL 112). Instructor: Staff.

BIOL 270 - Special Topics ()

Depending upon student and staff interests, one or more specialized areas of biology may be offered.

Prerequisite: BIOL 111, BIOL 112. Instructor: Staff.

BIOL 272 - Conservation Biology ()

This course provides students with an introduction to the scientific basis of modern conservation biology and the application of these principles to conservations problems around the world.To understand the complexities involved in making conservation decisions, we will read from many sources,have class and small group discussions, and engage in debate. The objective of the laboratory portion of this course is to provide students with practical, problem-solving experiences in conservation biology beyond the classroom. Lecture/laboratory. [W]

Prerequisite: BIOL 111 or permission of instructor. Instructor: Rothenberger.

BIOL 274 - Introduction to Bioinformatics ()

The integration of genomic and information technologies makes many once thought unattainable scientific pursuits possible such as the human genome project. The era of bioinformatics has arrived. Fusing experimental and computational methods in studying complex biological questions becomes a routine process for today's biologists. This course provides a comprehensive overview of

bioinformatics-the application of computational and information sciences in studying biology. The focus is to learn prevalent computational approaches used by research biologists.

Prerequisite: BIOL 111 or BIOL 112 or permission of instructor. Instructor: Ho.

BIOL 275 - Behavioral Ecology ()

This course explores both the proximate causal mechanisms (e.g., hormone levels, developmental conditions) and ultimate consequences (e.g., effects on survival or reproduction) of animal behaviors as they relate to navigating a complex and ever-changing environment. Topics include predator-prey interactions, relationships between habitat and optimal foraging strategies, sexual selection, navigation within physically variable environments, and a wide variety of social interactions. Laboratory involves both indoor and outdoor observations and experiments.

Prerequisite: BIOL 111 or permission of instructor; BIOL 231 is recommended. Instructor: Butler.

BIOL 277 - Cell Biology ()

This course covers structure, function, and chemistry of cells, organelles, and membranes. Specific topics include cellular energetics, information flow in cells, cytoskeletal structure and functions, signal transduction mechanisms and cellular aspects of the immune response, and cancer. Students read selected topics of current importance in cell biology and present oral and written reports.
Lecture/seminar/discussion/computer simulation.

Prerequisite: BIOL 111 and BIOL 112, or permission of instructor. Instructor: Kurt.

BIOL 285 - Biological Modeling ()

Mathematical models are often used to gain insight into, and predict the future behavior of, biological systems, and have contributed to our understanding of phenomena as diverse as disease spread, population dynamics, evolution, conservation, collective motion, and many more. In this course we will survey a variety of mathematical models of biological systems and standard methods used to analyze them. Students will also create, analyze, and present their own mathematical model of a biological phenomenon. Lecture/laboratory.

Prerequisite: BIOL 113 or permission of instructor. Instructor: Stroembom.

BIOL 303 - Biodiversity and Ecosystem Function ()

As a consequence of human activity, the Earth's biosphere is currently experiencing the 6th mass extinction event in the history of the planet. Why is there so much biodiversity to begin with and will be the large-scale environmental consequences of biodiversity loss? This class will blend lecture with open-ended discussion of peer-reviewed scientific papers to try to understand the answers to these questions. The first part of the course will focus on what drives biodiversity, while the second part will investigate the relationship between biodiversity and ecosystem function. The papers we read will span a variety of organisms (e.g. rodents, trees, microbes, invertebrates) and a variety of systems (e.g. deserts, forests, soils, ponds).

Prerequisite: BIOL 111 and BIOL 112; BIOL 225 is recommended. Instructor: Norman.

BIOL 310 - Aging and Age-Related Diseases ()

In this course, we will study aging as a developmental process defined by changes in the anatomy, physiology, and biochemistry of the brain as well as age-associated changes in behavior. We will also examine the biological basis of neurological disorders, such as Alzheimer's disease, associated with the brain's aging process. The basis for our learning will be the formation of questions, discussions and review of the current literature, and field experiences with aging populations. [W]

Prerequisite: BIOL 212, BIOL 255, BIOL 256, NEUR 256 or permission of instructor. Instructor: Reynolds.

BIOL 314 - Anatomy of Vision ()

An exploration of the conceptual approaches and modern experimental techniques used in functional morphology. Through a combination of anatomy, physiology, biomechanics, and biophysics, students explore the functional and evolutionary bases of vision in vertebrate animals. Practicum provides students an opportunity to critique primary literature and develop projects.

Prerequisite: BIOL 111 and BIOL 112, or permission of instructor (BIOL 213 recommended). Instructor: Dearworth.

BIOL 317 - Physiology of Extreme Animals ()

In this class, we will explore the specialized physiological processes animals have developed to meet environmental challenges, including being tolerant to drought, heat, low oxygen levels, freezing, and lack of food. After examining general physiological adaptations, we will use case studies from "extreme" animals for further exploration. Along with minimal lecturing, we will synthesize the primary literature while developing skills essential to professional scientists, including communication science, constructing research proposals, and defending opinions orally.

Prerequisite: BIOL 231, or BIOL 251, or BIOL 275, or permission of instructor. Instructor: Butler.

BIOL 328 - Cancer Biology ()

Cancer Biology is focused on the cell at the molecular level. Using cancer as a theme, and how normal cellular processes go awry leading to cellular transformation, you will learn about the architecture of the cell and how cells adapt to changes in their environment. Additionally, this course will cover how cells communicate, and differ in their relation to their structure and function.

Prerequisite: BIOL 111 and BIOL 112, and BIOL 245, BIOL 255, or BIOL 277. Instructor: Staff.

BIOL 332 - Advanced Aquatic Ecology ()

Students gain familiarity with function and structure of freshwater ecosystems and ecological analysis of biota and abiotic parameters beyond the intermediate level by examining complex interrelationships and synthesizing findings according to theoretical models.
Laboratory/practicum and lecture/seminar are fused by offering this course on our "floating laboratory" pontoon boat at Merrill Creek Reservoir, NJ. Students acquire skills and master techniques by interfacing with naturalists at MCR, enabling them to design, develop, propose and execute a research project with recommendations for environmental

management, culminating in presentations to an open Program at the MCR Nature Center.

Prerequisite: BIOL 231, BIOL 234 or BIOL 272 Knowledge of statistics is highly recommended. Instructor: Waters. Offered: Fall .

BIOL 336 - Evolutionary Genetics ()

This course introduces students to topics in population genetics and molecular evolution, with particular emphasis on the experimental quantitation of genetic variation, molecular systematics, and the molecular evolution of genes. The main focus is to give students direct experience in the critical reading, evaluation, presentation, and discussion of primary literature in the field of evolutionary genetics.

Prerequisite: BIOL 111 and/or BIOL 112 and at least one of the following: BIOL 235, BIOL 255, CHEM 351. Instructor: Leibel.

BIOL 342 - Restoration Ecology ()

This course is designed to give students an overview of the natural and social elements of ecological restoration. We will examine the entire process of restoration: goal setting, planning, implementation, experimentation and monitoring, adaptive restoration, and communication of results. We will cover the ecological foundations of restoration for populations, communities and ecosystems, and students will apply ecological theory to restoration practice by considering case studies and engaging in problem-based learning and field investigations. [W]

Prerequisite: BIOL 231 or BIOL 272 or GEOL 212 or GEOL 300 or CE 321. Instructor: Rothenberger.

BIOL 345 - Infectious Disease ()

Extended exposure to immunology (following BIOL 245) covering various aspects of human pathogens and how the immune system handles them. Vaccines either in use, in trials, or under development are explored for each of the pathogens. Students read primary research articles and participate in discussions. Practicum provides hands-on opportunity to explore aspects of vaccine development. Lecture/practicum/discussion/seminar.

Prerequisite: BIOL 245. Instructor: Kurt.

BIOL 347 - Precision Medicine ()

This course provides students interested in human health with a comprehensive overview of precision medicine (an approach that takes into account an individual's biology, environment, and lifestyle). Each week students are introduced to a new "'-omic/ome" (e.g. genomic/microbiome/exposome) and discuss how it can be used to address the ethical, legal, social, and public health implications of precision medicine. Students learn how to write a public health policy brief and deliver a medical grand rounds presentation. [W]

Prerequisite: BIOL 112 or BIOL 113 and at least one semester of any BIOL 200-level course, or permission of the instructor. Instructor: Mitchell.

BIOL 350 - Genomics ()

This course focuses on particular aspects of the structure and function of genomes. Topics covered in Genomics include approaches to studying genomes, anatomies of eukaryotic nuclear and prokaryotic genomes, synthesis of the transcriptome and proteome, regulation of genome activity, how genomes replicate and evolve, and the evolutionary relationships between genomes as determined by molecular phylogenetics. Using primary research literature, students analyze a specific topic in depth and present their findings in oral and written reports.

Prerequisite: BIOL 255. Instructor: Ospina-Giraldo.

BIOL 356 - Biomedical Informatics ()

This course focuses on using genomic information, statistics and computational methods to study the relation between genomic variations and diseases. Students will learn major biomedical informatics approaches in translating the fount of genomic information into promising actionable treatment options through lectures, journal discussions, and project presentations. Major topics include human genome, genomic variations, genome-wide association study (GWAS), cancer genomics, microarray technology, next generation sequencing, pharmacogenomics, and personalized medicine.

Prerequisite: BIOL 111 and BIOL 112, preferably BIOL 255 or BIOL 336, or permissions of instructor. Instructor: Staff.

BIOL 357 - Collective Phenomena in Animal Groups ()

Schools of fish, flocks of birds, ant colonies, and other animal groups often appear to be highly coordinated. For example, they can move together, respond to external stimuli as one unit, and focus their foraging efforts on the best food source around. This despite the fact that most often each individual only experiences its immediate surroundings and no clear leader exists. How does that work? In this course we will work to address this question.

Prerequisite: BIOL 111, BIOL 112. Instructor: Strömbom.

BIOL 359 - Microbial Ecology and Evolution ()

Due to their small size, diverse metabolic capabilities, ability to tolerate environmental extremes, capacity for rapid evolution, and horizontal gene transfer, microbes thrive in nearly every environment on the planet Earth (and perhaps beyond!). This class will investigate a variety of topics within Microbial Ecology and Evolution by reading a discussing primary peer-reviewed scientific literature. Topics may include 1) Richard Lenski's landmark Long-term *E.coli* evolution experiment, 2) How microbes cheat in group behavior, 3) How microbes cooperate though quorum sensing, 4) human and hyena microbiomes, 5) microbial regulation of soil carbon, 6) Microbes and the Gaia hypothesis.

Prerequisite: BIOL 111 and BIOL 112. Instructor: Norman.

BIOL 360-380 - Special Topics ()

Dependent upon student and staff interests, one or more specialized areas of biology are examined.

Prerequisite: BIOL 111-BIOL 112, and other courses as specified by instructor. Instructor: Staff. Offered: Fall and spring semesters.

BIOL 401-404 - Independent Research ()

A limited number of juniors and seniors may conduct an in-depth investigation of a particular topic in biology under the supervision of a faculty mentor. Hours by arrangement.

Prerequisite: Permission of faculty mentor and department head. Instructor: Staff. Offered: Fall and spring semesters.

BIOL 490 - Capstone in Biology ()

This capstone course for Biology majors, is a culminating experience for seniors to integrate their learning. Students discuss how prior courses informed and altered their understanding of at least three of these five concepts: evolution; biological molecule structure and function; information flow, exchange, and storage; matter/energy pathways and transformations; and systems biology. In addition to metacognitive reflection, this course emphasizes higher-order thinking, communication skills, and societal problem-solving abilities through meaningful connections among different courses.

Prerequisite: Open only to Biology majors with senior standing. Instructor: Caslake, Waters.

BIOL 495-496 - Thesis ()

Majors with strong academic records and research potential are invited to become candidates for departmental honors toward the end of the first semester of their junior year. The courses consist of an original laboratory investigation and culminate in a thesis submitted at the end of the senior year and defended before the department staff and guests they may invite. Hours by arrangement. [one W credit only upon completion of both 495 and 496]

Prerequisite: BIOL 265 (prior to or concurrent with BIOL 495). Instructor: Staff. Offered: Fall and Spring .

CE - Civil and Environmental Engineering

CE 201 - Civil Engineering Computing ()

This course provides students with an introduction to computer use within the civil engineering profession and how the computer is a tool for engineering problem solving using computer-aided design (CAD) and geographical information systems (GIS) for civil engineering systems.

Prerequisite: MATH 162, CE 271. Corequisite: CE 271. Instructor: Staff.

CE 202 - Data: the Good, the Bad, and the Misleading ()

In this course, students will learn about common types of miscommunication and misunderstandings, associated with visual representation of data and about best practices for data visualization. Through a series of case studies, students will critically evaluate relevant data, the format of its presentation, and the impact the method of presentation has on the reader. Specifically, through critical analysis of the format of the graph, figures, and tables, students will determine whether the chosen methods enable straightforward, independent analysis or push the reader to accept the author's conclusions. Students will reformat the presentation of the data to determine whether other representations would reveal / support different conclusions. In a final project, students will use and build upon previous knowledge to analyze data related to a global, national, or policy decision. [STSC]

Prerequisite: Any 100-level lab-based course in the natural sciences. Cross-Listed as: BIOL 202. Instructor: Caslake, Roth.

CE 203 - Envisioning a Sustainable World ()

In this seminar-style course, students explore the concept of sustainability, the relationships between the natural and built environment, and the sustainable and/or unsustainable aspects of large-scale systems (energy, water, food, transportation, buildings, etc.) that support society. Students research aspects of sustainable systems and/or participate in applied projects in the campus and local community. [STSC, V]

Instructor: Staff.

CE 251 - Fluid Mechanics ()

Basic principles of fluid mechanics. Topics include fluid properties, hydrostatics, and fluid flow concepts including continuity, energy, and momentum. Dimensional analysis is also covered. Applications include open channel flow, pipe systems, and fluid flow measurements.

Prerequisite: PHYS 131 or PHYS 151 or permission of instructor. Instructor: Staff. Offered: Fall .

CE 271 - Civil Engineering Land Development-Surveying ()

An introductory course in engineering measurement through surveying techniques. Topics include fundamentals of surveying, statistical analysis, project management, and technical writing all of which are applied throughout the course in a series of field survey projects. Laboratory work includes surveying field work, CAD, project management, and an CAD-based civil engineering applications. Lecture/laboratory

Prerequisite: Math 161 or 165. Instructor: Kelleher. Offered: Fall.

CE 311 - Structural Analysis and Steel Design ()

This course covers the structural analysis topics of gravity and lateral load paths, arches, cables, influence lines, approximate methods of indeterminate structural analysis, introduction to force methods of indeterminate structural analysis, and the principle of virtual work. It covers the structural steel design topics of analysis and selection of columns, beams, tension members, PM members, and concentric connections using AISC ASD specifications, with particular emphasis on buildings. The term project is the design, detailing, and fabrication of a scale-model steel bridge.

Prerequisite: ES 230. Instructor: Kurtz. Offered: Fall semester.

CE 312 - Theory of Indeterminate Structures ()

This course topics are qualitative and approximate analysis of indeterminate structures, deflection computations by moment-area, conjugate beam, and virtual work, classical indeterminate structural analysis by Force Method, Slope-Deflection Method, and Moment Distribution Method, and modern indeterminate structural analysis by the matrix-displacement method, including computer programming. Students will learn how simple finite element structural analysis programs work.

Prerequisite: ES 230. Instructor: Kurtz.

CE 313 - Reinforced Concrete ()

Topics include concrete composition/mixture and mechanical properties of hardened concrete/steel reinforcement as

necessary to explore the behavior and design of various members (e.g. single and doubly-reinforced beams, T-beams, slab floor systems, short columns, and footings) in accordance with the ACI 318 Building Code.

Prerequisite: ES 230. Instructor: Mante.

CE 314 - Structural Dynamics ()

This course considers the analysis of structures that are subjected to time-dependent loads from blasts, machine-loads, or seismic effects. The theoretical time-series responses of single and multiple degree of freedom dynamic systems, subjected to pulse, harmonic, and generalized loadings are analyzed by closed-form solutions and/or numerical methods. The course also includes Response Spectrum Analysis, inelastic response, laboratory testing of instrumented model structures, and practical applications using professional software.

Prerequisite: MATH 264, ES 230. Instructor: Staff.

CE 321 - Introduction to Environmental Engineering and Science ()

This course introduces the student to applications of engineering principles to a variety of environmental topics. The topics will revolve around local issues within the Bushkill Watershed, therefore we will adopt a watershed approach to better understand the various topics. Topics include environmental chemistry, hydrology, risk assessment, water supply and pollution control, solid and hazardous wastes, and environmental management. Laboratories consist of field trips, computer modeling exercises, sample collection, and chemical analysis methods.

Prerequisite: CHEM 107. Corequisite: MATH 162. Instructor: Kney.

CE 322 - Environmental Site Assessment ()

Introduction to preliminary site investigations for environmental hazards. Topics include identification of wetlands, title searches, air photo interpretation for environmental hazards, visual site surveys, operation of environment monitors, current EPA regulations regarding site assessment and investigation, and sampling of surface materials. Lecture/discussion/laboratory.

Prerequisite: CHEM 107, or permission of instructor. Instructor: Staff.

CE 331 - Civil Engineering Project Management ()

This course addresses management of civil engineering projects, including planning and feasibility studies, environmental assessments, resource development, design, construction, and other types of projects in which civil engineers are involved. Topics include definition and scheduling of project tasks and resource management. The course also provides an overview of the concepts and analytical techniques of engineering economics, including present and annual worth analysis, capitalized cost analysis, rate of return analysis, cost/benefit analysis, and sensitivity analysis. The course introduces students to software packages used in project management and economic analysis. Lecture.

Prerequisite: Sophomore Standing. Instructor: Staff. Offered: Fall semester.

CE 341 - Introduction to Transportation Systems ()

Technical and policy related aspects of transportation systems. Topics include traffic analysis and control, traffic flow theory, geometric design, capacity analysis and level of service, transportation demand analysis, and transportation planning. Computer applications. Design projects include oral presentations and written reports. Lecture/discussion.

Prerequisite: PHYS 131 or PHYS 151 or permission of instructor. Instructor: Sanford. Offered: Spring.

CE 351 - Water Resources Engineering ()

An introductory course in hydraulics, hydrology, and water resources engineering. Topics include groundwater and surface water supply, flow measurements, flow and pressure losses in pipe systems, probablility concepts in design, open channel design including storm sewers and culverts, pump design, and detention basis design. Written laboratory and design reports are required.

Prerequisite: CE 251. Instructor: Staff. Offered: Spring semester.

CE 352 - Hydrology ()

Introduction to engineering hydrology, primarily dealing with surface waters. Topics include hydrologic cycle, frequency analysis, rainfall/runoff relationships, routing, and storm water management and design. Design problems using current hydrological computer models are assigned. Lecture.

Prerequisite: CE 251. Instructor: Staff. Offered: Fall semester in alternate years.

CE 361 - Geotechnical Engineering ()

An introductory course in soil mechanics and geotechnical engineering. Studies include the classification, permeability, consolidation, and strength of soils in lecture and laboratory settings. Written reports for laboratory and design results are required. Discussion of traditional design methods in foundation engineering is included. Lecture/laboratory.

Prerequisite: ES 230 and CE 251 (corequisite) or permission of instructor. Corequisite: CE 251. Instructor: McGuire, Roth. Offered: Fall semester.

CE 390-391 - Independent Study or Research ()

Independent study or research projects selected based on the background and interests of the student. An outline of the proposed work is submitted for approval by the department head and the faculty member who serves as adviser. A final paper presenting the results of the work is required. Hours arranged.

Instructor: Staff.

CE 392-393 - Independent Study ()

This independent study is intended for students who are doing an independent study project or research project where the proposed work is appropriate as a 1/2 credit course. A description of the proposed is submitted for approval by the department head and the faculty member who serves as adviser. A final paper or presentation is typically required. 1/2 credit course.

Instructor: Staff.

CE 394 - Independent Study: Steel Bridge ()

This independent study is intended to prepare students for and ultimately have them compete in the annual regional steel bridge competition conducted by the American Institute of Steel Construction.

Prerequisite: Requires permission of instructor and department head. Instructor: Kurtz.

CE 395-396 - Special Topics ()

This course considers recent advances and/or subjects of current interest to students and faculty. The special topic(s) for a given semester are announced prior to registration.

Instructor: Staff.

CE 411 - Advanced Design: Steel Bridge ()

This is a course in advanced engineering decision-making, as students design and fabricate a steel bridge according to the rules of the National Students Steel Bridge Competition. Conceptual design: computer-based parametric optimization studies and prototype connection testing. Preliminary design: the selection of bridge members and geometry to safely support loads. Detail design: 3-D solid modeling, drafting, and dimensioning of shop drawings. Bridge fabrication will require fine attention to detail and troubleshooting skills.

Prerequisite: CE 311; Senior standing or permission of instructor. Instructor: Kurtz.

CE 415 - Modern Steel Design Practice ()

This course covers advanced steel design from the standpoint of a modern engineering design office, emphasizing the use of computers throughout the process, including the use of commercial FEM programs for both analysis and member selection, the development of calculation spreadsheets for ASCE7 load estimation, member and connection design, and the use of BIM software for 3-D modeling and drawing production. Advanced structural steel topics include composite construction, plate girders, eccentric connections, and stability.

Prerequisite: CE 311. Instructor: Kurtz.

CE 416 - Highway Bridge Design ()

Students will apply prerequisite structural engineering knowledge to design components of common highway bridges in accordance with the AASHTO LRFD Bridge Design Specification. Topic coverage includes (1) structural analysis techniques for moving loads (influence lines) and distribution of traffic loads, (2) the design of superstructure components (concrete deck systems and girders of various materials [steel, concrete, and timber]), (3) the design of substructure components (reinforced concrete abutments/piers and support bearings), and (4) bridge load rating.

Prerequisite: CE 311 (Structural Analysis and Steel Design). Instructor: Mante.

CE 423 - Water Quality ()

Basic chemical principles and applications to the analysis and understanding of aqueous environmental chemistry in natural waters and waste waters. Modeling of dissolved oxygen, nutrients, temperature, and toxic substances with applications to rivers, lakes, estuaries, and coastal waters. Lecture/laboratory.

Prerequisite: CHEM 121; CE 251, CE 321. Instructor: Staff. Offered: Spring semester, alternate years.

CE 425 - Water Supply and Pollution Control ()

Application of basic principles to the design of water and wastewater systems. Process design and equipment selection for water and wastewater treatment facilities. Lecture/discussion.

Prerequisite: CE 321, CE 251. Instructor: Staff. Offered: Fall semester in alternate years.

CE 431 - Construction Management ()

This course addresses the concepts and techniques used in effectively managing construction projects. Topics include work breakdown systems, critical path scheduling, cost estimating, budgeting, monitoring and reporting progress, change orders, quality management, labor relations, and relevant legal and regulatory issues. Students develop capabilities with software packages used in cost estimating, scheduling and budgeting, reporting, and document management.

Prerequisite: CE 331. Instructor: Staff. Offered: Spring semester in alternate years.

CE 444 - Civil Infrastructure Systems Management ()

This course presents an integrated approach to the management of civil infrastructure systems. Students examine the many aspects of performance and different management approaches in the context of available tools, new technologies, institutional issues, and resource constraints.

Instructor: Sanford .

CE 451 - Open Channel Hydraulics ()

Application of fluid mechanics principles to flow in open channels. Uniform, gradually varied, rapidly varied, and unsteady flow conditions are analyzed and applied to a variety of practical problems. Both laboratory and computer models are employed. Lecture/ discussion.

Prerequisite: CE 251. Instructor: Staff. Offered: Fall semester in alternate years.

CE 461 - Foundations and Earth Pressures ()

This course focuses on the application of the basic principles of soil mechanics to the design of foundations and earth retaining structures. Shallow footings, mat foundations, deep foundations, cantilever retaining walls, and sheet pile walls are studied. Includes the use of design software for foundations and walls. Lecture/discussion

Prerequisite: CE 361. Instructor: McGuire, Roth. Offered: Spring semester in alternate years.

CE 462 - Slope Stability and Ground Improvement ()

This course applies the basic principles of soil mechanics to the analysis of the stability of slopes, walls, dams, and levees. The use of various ground improvement technologies, including geotextile reinforcement, to improve stability and solve construction problems are considered. Includes significant use of computers for analysis. Oral presentation and written reports are required. Lecture/discussion

Prerequisite: CE 361. Instructor: McGuire, Roth. Offered: Spring semester in alternate years.

CE 464 - Environmental Geophysics ()

Introduction to the geophysical techniques used to study large- and small-scale features and processes of the Earth. Emphasis is placed on the fundamental principles of gravity, magnetism, seismology, heat transfer, and electrical methods as they apply to environmental problems. Lectures, laboratory, and field exercises.

Cross-Listed as: GEOL 322. Instructor: Staff.

CE 474 - Professional Issues for Civil Engineers ()

This is a lecture and discussion class covering professional issues in civil and environmental engineering. Students will work in teams and individually to understand and apply -- from a civil engineering perspective -- business and leadership concepts, engineering ethics, and professional engineering communication. [V, W]

Prerequisite: Senior standing in civil engineering or permission of instructor. Instructor: Roth.

CE 475 - Civil Engineering Capstone Design Project ()

This capstone design course provides opportunities for students to apply previous coursework and to learn new material to address a complex design problem. Student teams work to develop design criteria and objectives, to manage the design process, and to find a solution to a design problem that meets specified needs with consideration of 1) public health, safety, and welfare, 2) sustainability concerns, 3) economic issues, and 4) global, cultural, and/or social factors. Students present their design solution through oral and written presentations.

Prerequisite: Permission of instructor. Instructor: Staff.

CE 481 - Advanced Surveying ()

The application of current surveying methods in the civil engineering field. Topics include Global Positioning Systems (GPS), Geographical Information Systems (GIS), and advanced topics in surveying such as remote sensing, the fundamentals of photogrammetry, and methods of precise measurements. Lecture/ laboratory.

Prerequisite: CE 271. Instructor: Staff. Offered: Fall semester in alternate years.

CE 495-496 - Thesis ()

This program is designed in accordance with the honors program of the College. Enrollment is limited to seniors. [One W credit only upon completion of both 495 and 496]

Instructor: Staff.

CHE - CHEMICAL ENGINEERING

CHE 211 - Material and Energy Balances ()

Mathematical analysis of steady-state flow processes including those with chemical reactions. Emphasis on general principles and techniques used in problem solving. Material and enthalpy balances as applied to physical and chemical systems. Heats of reaction. Recycle and purging. Digital and graphical procedures. Lecture/recitation.

Prerequisite: CHEM 121. Instructor: Staff.

CHE 222 - Thermodynamics ()

Fundamental thermodynamic relationships and their application to non-reactive chemical engineering systems. Equations of state involving ideal and non-ideal behavior. Estimation and use of thermodynamic properties. Analysis of open systems. Lecture/Problem-solving.

Prerequisite: CHEM 122. Corequisite: MATH 263. Instructor: Staff.

CHE 311 - Transport Phenomena ()

Unified treatment of continuum descriptions of momentum, heat, and mass transfer and analogies among the three.Evaluation and use of transport coefficients. Shell balances and equations of change. Molecular (laminar) transport and introduction to convective transport. Lecture/Problem Solving.

Prerequisite: CHE 211 or ES 103, and MATH 264. Instructor: Staff. Offered: Fall .

CHE 312 - Experimental Design I ()

Statistical analysis of data from laboratory experiments which illustrate the basic principles of thermodynamic and transport properties. Emphasis on laboratory safety, statistical analysis of data, and technical writing. Lecture/laboratory. [W]

Corequisite: CHE 311. Instructor: Staff. Offered: Fall semester.

CHE 313 - Fluid Phase and Reaction Equilibria ()

Application of fundamental thermodynamic relationships to phase and reaction equilibria in chemical and biological systems. Solution thermodynamics; solid, liquid, vapor equilibria for ideal and nonideal systems; prediction of equilibrium data; chemical reaction equilibria for ideal and nonideal systems. Lecture/Problem-solving

Prerequisite: CHE 222 OR ES 254. Instructor: Staff.

CHE 314 - Chemical Engineering Computing ()

Applications of high-level computer languages, spreadsheets, software, and computer operating systems as tools for engineering problem solving. Lecture/ laboratory.

Prerequisite: CHE 211. Instructor: Staff.

CHE 321 - Applied Fluid Mechanics and Heat Transfer ()

Analysis of fluid flow in complex geometries and porous media; unsteady heat conduction, convection, and heat exchange. Analysis and design of driving forces. Introduction to integrated fluid flow-heat transfer processes.

Prerequisite: CHE 311. Instructor: Staff. Offered: Spring semester.

CHE 322 - Experimental Design II ()

Statistical design of laboratory experiments which illustrate the principles of fluid flow and heat transfer culminating in integrated separations processes in pilot-scale equipment. Emphasis on statistical experimental design and analysis of data, instrumental analysis, technical writing, and oral presentations. Lecture/Laboratory.

Corequisite: CHE 313. Instructor: Staff. Offered: Spring semester.

CHE 325 - Mass Transfer, Separations, and Bioseparations ()

Unit operations of chemical engineering pertaining to mass transfer and separations processes. Staged and continuous equilibrium separations including multi-component distillation, gas absorption/stripping and liquid extraction. Rate-based separations such as chromatography and membrane systems. Lecture/Problem Solving. (Formerly CHE 411)

Prerequisite: CHE 311, CHE 313. Instructor: Staff.

CHE 331 - Polymers ()

Formation, structure, and properties of polymers. Thermoplastic and thermosetting polymers; stereospecific structures; polymer solutions and solvent resistance; chain conformation; molecular weight; morphology; transitions; condensation polymerization; free radical and nonradical addition polymerization; copolymerization; rubber elasticity; viscous flow; viscoelasticity. Lecture/laboratory.

Prerequisite: ES 231, or permission of instructor. Instructor: Staff.

CHE 342 - Atmospheric Engineering and Science ()

This course acts an introduction to foundational principles of physics, chemistry, and thermodynamics that occur in atmospheric processes. Students will explore governing mass and energy balances present in the atmosphere, and their application to fundamental weather, air quality, and climatological phenomena. Topics include atmospheric dynamics, cloud formation and microphysical behavior, radiative forcing, and chemistry in gas/condensed-phase systems.

Prerequisite: CHEM 121. Instructor: Woo.

CHE 350 - Introduction to Nanoengineering ()

Nanoengineering and nanomaterials play an important role in current and future advancements in technology. This process allows for precise control of structure-property relationships. Topics in this course include colloids, amphiphiles, polymers, semiconductors, and biological macromolecules; the thermodynamics and kinetics of self-assembly; and fabrication and characterization techniques. Applications of nanomaterials science and engineering to a variety of technological challenges will be evaluated using peer-reviewed literature.

Prerequisite: ES 231 or ES 232 or permission of the instructor. Instructor: Van Horn.

CHE 360 - Drug Delivery ()

Mathematical analysis of transport phenomena in biological systems, including pharmacokinetic modeling, diffusion and kinetics of biochemical reactions. Analysis of current drug delivery systems through problem solving, discussion of peer-reviewed literature, and laboratory experiences. Lecture/recitation/laboratory.

Prerequisite: MATH 161. Instructor: Staff.

CHE 370 - Alternative Energy Sources ()

This course sets a framework to analyze and compare the engineering goals and challenges associated with various energy technologies across all energy sectors (electricity, heat, transportation, industry). Conversion principles and technology are covered for conventional and alternative energy sources. Mass and energy balances are applied to compare energy systems within technical, geographical, and practical constraints. Each technology is evaluated using economic, technological, and social/environmental metrics to evaluate their potential and future outlook.

Prerequisite: CHEM 107. Instructor: Soh.

CHE 386 - Composites ()

This course introduces students to the structure, properties, and processing of engineering composite materials. The emphasis is on the modeling and understanding the behavior of fiber reinforced materials. Topics to be discussed include: selection of fiber and matrix materials, strength and stiffness of fiber reinforced composites, elastic stress-strain relationships, laminated composites, fatigue and impact properties, composite-environment interactions, and the experimental characterization of composites.

Prerequisite: ES 231 or permission of instructor. Corequisite: MATH 264. Instructor: Staff.

CHE 390-391 - Independent Study in Chemical Engineering ()

An opportunity for selected students to engage in an individualized learning experience for a wide range of technical topics. Before registering, a proposal for the work must be submitted to a faculty member who serves as the adviser and to the department head for approval. Each student is required to submit a course portfolio, detailed in the syllabus, and present a summary of the work completed in both a paper and oral presentation.

Instructor: Staff.

CHE 392-393 - Independent Research in Chemical Engineering ()

An opportunity for selected students to engage in a high quality, hands-on, independent research experience. Before registering, a research proposal must be submitted to a faculty member who serves as the adviser and to the department head for approval. Each student is required to submit a course portfolio, detailed in the syllabus, and present a summary of project results in both a paper and oral presentation.

Instructor: Staff.

CHE 412 - Integrated Chemical Engineering ()

Principles of separation processes, mass transfer, reaction kinetics in developed and emerging applications illustrated by multi-scale laboratory experiments. Emphasis on analysis of safe practices, hazards analysis, kinetic data, computer simulation, technical writing, and oral presentation. Lecture/Laboratory.

Corequisite: CHE 325, CHE 413. Instructor: Staff. Offered: Fall semester.

CHE 413 - Reaction Kinetics and Reactor Design ()

The kinetics of reacting systems and the design of chemical reactors. Analysis of rate data; multistep reaction mechanisms, enzymatic reactions, catalysis and heterogeneous processes; design of single phase isothermal

reactors, multiple-phase reactors, non-isothermal reactors, and nonideal reactors. Lecture/recitation.

Prerequisite: CHE 323. Instructor: Staff.

CHE 415 - Design Analysis ()

Quantitative study of current processes. Analysis and flowsheet layout of typical systems; safety, health, environmental, quality control, and ethical concerns in design; economic factors in estimation, design, construction, and operation of process equipment. Lecture/recitation.

Corequisite: CHE 325, CHE 413. Instructor: Staff. Offered: Fall semester.

CHE 416 - Green Design Analysis ()

One of the central roles of chemical engineers is to design and operate chemical processes yielding chemical products that meet customer specifications. Metrics for success include profit, but increasingly also incorporates sustainability. This course provides students with the fundamental tools needed for process design and practicing the principles of green engineering. Specific topics will include regulations and safety, heuristics, simulation software, economics, impact assessment, and life cycle analysis.

Corequisite: CHE 325, CHE 413. Instructor: Staff. Offered: Fall semester.

CHE 422 - Design Synthesis ()

This capstone design course provides opportunities for the application of all prior course work in the resolution of an industrially realistic or derived chemical process design problem in a team format. Teams demonstrate a practical ability to define the required technical challenge, develop relevant criteria to evaluate alternatives, and present the resolution of the technical challenge in both oral and written formats.[W]

Prerequisite: CHE 415. Instructor: Staff. Offered: Spring semester.

CHE 424 - Process Control ()

Analysis of dynamic process and control systems including controllers, measuring elements, control elements, and system components. Design of controlled systems. Analytical and experimental evaluation of process dynamics. Dynamic simulation and stability analysis. Lecture/problem period. (Formerly CHE 324)

Prerequisite: MATH 264, CHE 211. Instructor: Staff.

CHE 495-496 - Thesis ()

This program is designed and operated in accordance with the requirements of the Honors program as administered by the Student Affairs Committee. [One W credit only upon completion of both 495 and 496]

Prerequisite: Senior standing.. Instructor: Staff.

CHEM - CHEMISTRY

CHEM 101 - Chemistry of the Environment ()

An introduction to the chemical principles relevant to understanding environmental problems that result from chemical environmental pollutants, and the development of technological approaches to resolving them. Historical case-studies as well as contemporary environmental issues are considered by understanding the relevant chemistry, the analysis of appropriate scientific data and models, as well as technological solutions, societal impacts, and regulatory approaches and challenges necessary to overcome these environmental problems. (Formerly CHEM 106) [STSC]

Prerequisite: Any Lab Science Course. Instructor: Husic.

CHEM 103 - General Chemistry 1 with Recitation ()

A course which covers the same topics as CHEM 107 while using a recitation experience and collaborative learning to give special emphasis to the development of problem-solving skills. Lecture/lab. [NS]

Instructor: Staff. Offered: Fall.

CHEM 107 - General Chemistry I ()

Introduction to the principles of atomic and molecular structure, stoichiometry, chemical bonding, and thermochemistry, using quantitative and qualitative problem solving approaches. Laboratory work illustrates these fundamental principles and emphasizes the development of laboratory skills. (Formerly CHEM 121) [NS]

Instructor: Staff.

CHEM 108 - General Chemistry II ()

Introduction to intermolecular forces, physical properties of solutions, acid/base chemistry, kinetics, equilibria, thermodynamics and electrochemistry, using quantitative and qualitative problem solving approaches. Laboratory work illustrates these fundamental principles and emphasizes the development of laboratory skills. (Formerly CHEM 122) [NS]

Prerequisite: CHEM 107. Instructor: Staff.

CHEM 201 - Environmental Chemistry ()

This course discusses the chemical principles underlying natural processes and the ways in which human activity affects those processes. Sources, sinks, and interactions of important environmental compounds are investigated. (Formerly CHEM 252)

Prerequisite: CHEM 108. Instructor: Galloway.

CHEM 211 - Foundational Inorganic Chemistry ()

Introduces the theories of atomic structure and bonding in main-group and solid-state compounds. Common techniques for characterizing inorganic compounds such as NMR, IR and Mass Spectrometry are discussed. Descriptive chemistry of main group elements is examined. Conductivity, and magnetism, superconductivity and an introduction to bio-inorganic chemistry are additional topics in the course. In lieu of the laboratory students have a project on a topic of their choice. Serves as an advanced chemistry elective for Biochemistry majors. (Formerly CHEM 212)

Prerequisite: CHEM 108. Instructor: Nataro.

CHEM 221 - Organic Chemistry I ()

Foundational aspects of organic chemistry including nomenclature, structure, organic reaction mechanisms, carbonyl chemistry, and spectroscopy are surveyed. This course is intended to prepare students for a career in chemistry or biochemistry, as well as the medical and engineering professions. Lecture/laboratory.

Prerequisite: CHEM 108. Instructor: Bertucci, Griffith.

CHEM 222 - Organic Chemistry II ()

Continuation of Organic Chemistry I. Aspects of organic chemistry including alkene reactions, aromatic reactions, enolate chemistry, radical reactions and synthesis are surveyed. This course is intended to prepare students for a career in chemistry or biochemistry, as well as the medical and engineering professions. Lecture/laboratory.

Prerequisite: CHEM 221. Instructor: Bertucci, Griffith. Offered: Spring.

CHEM 231 - Quantitative Chemical Methods ()

A thorough study of the fundamental techniques and theoretical background of classical volumetric and gravimetric analysis together with some instrumental analytical methods such as colorimetry, potentiometry, and separation techniques. Lecture/laboratory.

Prerequisite: CHEM 108. Instructor: Galloway, Mensch. Offered: Fall.

CHEM 331 - Instrumental Analysis ()

A study of advanced optical, electroanalytical, chromatographic, and other instrumental methods of analysis. Lecture/laboratory. (Formerly CHEM 332)

Prerequisite: CHEM 221 and CHEM 231 and (CHEM 341 or CHEM 342). Instructor: Galloway, Mensch. Offered: Spring.

CHEM 341 - Survey of Physical Chemistry ()

A one-semester course designed primarily for A.B. majors and premedical students. A study of gas properties, thermodynamics, elementary quantum mechanics, kinetics, and lasers. (Formerly CHEM 311)

Prerequisite: CHEM 108; PHYS 112; MATH 125, MATH 141, or MATH 161. Instructor: Haug, Hendrickson.

CHEM 342 - Physical Chemistry I ()

This course builds upon the basic concepts and reactions of organic chemistry. Topics to be included are the effect of structure on chemical reactivity, molecular orbital theory as applied to organic molecules, heterocyclic chemistry, natural products chemistry, and the application of computers to organic chemistry. Lecture. (Formerly CHEM 325)

Prerequisite: CHEM 108; MATH 162; PHYS 112, PHYS 133, or PHYS 152. Instructor: Haug, Hendrickson.

CHEM 343 - Physical Chemistry II ()

This course covers quantum mechanics, spectroscopy, and kinetics. (Formerly CHEM 324)

Prerequisite: PHYS 112, PHYS 133, or PHYS 152; MATH 162; CHEM 108. Instructor: Haug, Hendrickson. Offered: Spring .

CHEM 351 - Survey of Biochemistry ()

This course provides a basic understanding of structure, function, and metabolism of biological molecules including proteins, carbohydrates, lipids, and nucleic acids. Other topics include enzyme catalysts and regulation, bioenergetics, metabolic control mechanisms, biosignaling, and information transfer at the molecular level. (Formerly CHEM 350)

Prerequisite: CHEM 221. Instructor: Hines, Husic.

CHEM 352 - Foundational Biochemistry ()

This course is intended as the first of a two-semester series in biochemistry. This course focuses on understanding the structure, function, isolation and analysis of the four major classes of biological molecules: proteins, carbohydrates, lipids, and nucleic acids. Other topics include enzyme catalysis, mechanisms, kintetics, and regulation, the structure of cellular membranes, and information transfer at the molecular level. (Formerly CHEM 361)

Prerequisite: CHEM 321. Instructor: Hines, Husic. Offered: Fall.

CHEM 353 - Advanced Biochemistry ()

This course in intended as the second of a two-semester series in biochemistry. This course focuses on understanding the major pathways of carbohydrate, lipid, and nitrogen metabolism, and integration and control of these pathways. Other topics include transport across membranes, cellular signal transduction, photosynthesis and carbon fixation, and the molecular basis of human disease. (Formerly CHEM 362)

Prerequisite: CHEM 352. Instructor: Hines, Husic.

CHEM 354 - Experimental Biochemistry ()

This course provides laboratory experience and a theoretical analysis of modern preparative, analytical, and physical techniques utilized for the study of proteins, nucleic acids, polysaccharides, membranes, and organelles. Lecture/laboratory. (Formerly CHEM 363)

Prerequisite: CHEM 352. Instructor: Husic.

CHEM 366 - Course-based Research Experience in Chemistry ()

A series of research projects carried out under the guidance of two faculty members. In addition to the laboratory component of the course, students will learn proper laboratory record keeping, presentation and writing skills, discuss issues related to diversity, equity, inclusion and social justice as related to the chemical science and address laboratory safety. Lecture/lab. [W]

Prerequisite: CHEM 221. Instructor: Staff. Offered: Spring.

CHEM 380 - Independent Research Experience ()

A research project carried out under the guidance of a faculty member at the 1/2 credit level, and differing from Chemistry 390 where full credit workload is required. This course does not count as an advanced chemistry elective or fulfill the research requirement of the B.S. Chemistry or B.S. Biochemistry major. It may be taken multiple semesters, but no more than four total semesters.

Instructor: Staff.

CHEM 390 - Independent Study ()

This course can either be an independent research project or a study of one or more advanced topics in chemistry based on the interests of the student and faculty member. This course does not count as an advanced chemistry elective, or fulfill the research requirement of the B.S. Chemistry or B.S. Biochemistry major. Course may be repeated for credit.

Instructor: Staff.

CHEM 391 - Independent Study ()

This course can either be an independent research project or a study of one or more advanced topics in chemistry based on the interests of the student and faculty member, and will involve a significant writing component. This course does not count as an advanced chemistry elective or fulfill the research requirement of the B.S. Chemistry or B.S. Biochemistry major. [W]

Prerequisite: Permission of instructor. Instructor: Staff.

CHEM 392 - Independent Research ()

A research project carried out under the guidance of a faculty member. A formal presentation to the chemistry department is required. Fulfills the research requirement for B.S. Chemistry and B.S. Biochemistry majors. Course may be repeated for credit.

Prerequisite: Permission of instructor. Instructor: Staff.

CHEM 394 - Independent Research ()

A research project carried out under the guidance of a faculty member. A formal presentation to the chemistry department is required. Fulfills the research requirement for B.S. Chemistry and B.S. Biochemistry majors. [W]

Prerequisite: Permission of instructor. Instructor: Staff.

CHEM 405 - Structure Determination by Physical Methods ()

Use of infrared, ultraviolet, nuclear magnetic resonance, mass spectrometry, X-ray crystallography and computational methods in the determination of the structures of molecules. Lecture/laboratory. (Formerly CHEM 440)

Prerequisite: CHEM 341, CHEM 343 or CHEM 342. Instructor: Staff.

CHEM 408 - Topics in Medicinal Chemistry ()

This course examines topics in the chemistry of medicine with a focus on the drug discovery process and the interaction of small organic molecules with biological systems.

Prerequisite: CHEM 321. Instructor: Staff. Offered: Spring.

CHEM 411 - Advanced Inorganic Chemistry ()

This course uses molecular orbital theory to explain the electronic structure and reactivity of inorganic complexes. Topics include symmetry and its applications to bonding and spectroscopy, electronic spectroscopy of transition-metal complexes, mechanisms of substitution and redox processes, organometallic and multinuclear NMR. (Formerly CHEM 431) [W]

Prerequisite: CHEM 211; CHEM 341 or CHEM 343 or CHEM 342; MATH 162. Instructor: Nataro. Offered: Fall .

CHEM 425 - Special Topics in Organic Chemistry ()

This course builds upon the basic concepts and reactions of organic chemistry. Topics to be included are the effect of structure on chemical reactivity, molecular orbital theory as applied to organic molecules, heterocyclic chemistry, natural products chemistry, and the application of computers to organic chemistry. Lecture. (Formerly CHEM 342)

Prerequisite: CHEM 321. Instructor: Griffith.

CHEM 445 - Special Topics in Physical Chemistry ()

A study of one or more selected topics of current interest in physical chemistry. Dependent upon staff, topics may include advanced spectroscopy, computational chemistry, materials chemistry, or statistical thermodynamics. (Formerly CHEM 462)

Prerequisite: The topics and prerequisites ((CHEM 323 or CHEM 343) depending on topics, or permission of instructor) for a given semester will be announced before registration. Instructor: Haug, Hendrickson.

CHEM 455 - Special Topics in Biochemistry ()

This course covers a variety of topics with emphasis on the molecular basis of human disease, new areas of biochemical research, and advances in biotechnology. Topics may include immunobiochemistry, molecular mechanisms of cellular signal transduction, advanced topics in metabolism, chemical carcinogenesis, and the physical basis of biochemical methodology. (Formerly CHEM 464)

Prerequisite: CHEM 352 or CHEM 353. Instructor: Staff.

CHEM 470-480 - Special Topics ()

Dependent upon staff and student interest, one or more special topics in chemistry are examined.

Instructor: Staff.

CHEM 495-496 - Thesis ()

A student may register for this course after meeting with department staff and finding a faculty member who agrees to act as his or her research adviser. Discussion of research areas with the faculty and preliminary work involving literature searching and planning should be completed before the beginning of the senior year. Research in some areas requires certain prerequisite courses. CHEM 496 [One W credit only upon completion of both 495 and 496]

Instructor: Staff. Offered: 495/Fall,496/Spring.

CHN - CHINESE

CHN 101 - Elementary Chinese I ()

The course aims to develop fundamental listening, speaking, reading, and writing abilities in Mandarin Chinese. Students examine approximately 250 new words and more than 30 grammar patterns. Mastery of Pinyin pronunciation is an essential part, and students are trained with computer-based exercises, especially character typing. Class activities may also include practicing calligraphy, singing songs in Chinese, making dumplings, and film shows to enhance students´ understanding of Chinese language and culture. Language

level and subsequent course placement will be determined by the Department of Languages & Literary Studies.

Instructor: Huang.

CHN 102 - Elementary Chinese II ()

This course will help students continue to develop fundamental skills in listening, speaking, reading, and writing skills in Mandarin Chinese, based on CHN 101 class training or equivalents. Students will learn 200 new words and more than 30 new grammar patterns. Mastery of Pinyin pronunciation is still an essential part, and students are to be trained with more frequent computer-based exercises. Class activities also include a calligraphy competition and a Chinese movie show to enhance students' understanding of Chinese culture. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Prerequisite: CHN 101 or equivalent proficiency. Instructor: Huang, Luo.

CHN 111 - Intermediate Chinese I ()

Review and expansion of basic grammar and vocabulary and continued development of familiarity with Chinese characters. Attention to developing reading and conversational skills and a deeper understanding of the diverse cultures of the Chinese people. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Prerequisite: CHN 102 or equivalent proficiency. Instructor: Huang, Luo.

CHN 112 - Intermediate Chinese II ()

Review and expansion of basic grammar and vocabulary and continued development of familiarity with Chinese characters. Attention to developing reading and conversational skills and a deeper understanding of the diverse cultures of the Chinese people. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [GM2, H]

Prerequisite: CHN 111 or equivalent proficiency. Instructor: Huang, Luo.

CHN 211 - Advanced Chinese I ()

Through a diversity of materials on various topics, students will concentrate on greatly expanding their skills in understanding and using modern Chinese in a broad variety of cultural contexts. The course is open to students who have successfully completed four semesters of Mandarin at Lafayette or who can demonstrate equivalent proficiency. Students will receive advanced training in four skills (listening, speaking, reading, and writing). Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H,GM2]

Prerequisite: CHN 112 or equivalent proficiency. Instructor: Huang, Luo.

CHN 212 - Advanced Chinese II ()

Through a diversity of materials on various topics, students will concentrate on greatly expanding their skills in understanding and using modern Chinese in a broad variety of cultural contexts. The course is open to students who have successfully completed five semesters of Mandarin at Lafayette or who can demonstrate equivalent proficiency. As a continuation of CHN 211 or its equivalent, students in CHN 212 will receive advanced training in four skills (listening, speaking, reading, and writing). Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H, GM2]

Prerequisite: CHN 211 or equivalent proficiency. Instructor: Huang, Luo.

CHN 290-291 - Independent Study in Chinese ()

These courses are intended to expand the student's basic capabilities in the four linguistic skills - listening, speaking, reading, and writing. Enrichment of written grammar review with emphasis on the expansion of vocabulary and stylistics. Examination of cultural and contemporary issues through use of texts, films, television, music, and the Internet.

Prerequisite: CHN 211 or equivalent proficiency. Instructor: Huang, Luo.

CHN 311 - Contemporary China I ()

This course explores some of the most important topics of contemporary China through news reading, films, discussions and debates, presentations, and essay writing, all done in the Chinese language. The materials will introduce students to China’s family values, economy and trade, censorship and freedom of speech, gender issues, and so on. It trains students’ language skills while deepening their understanding of China. The course is open to students who have successfully completed six semesters of Mandarin at Lafayette or who can demonstrate equivalent proficiency. [V]

Prerequisite: CHN 212 or equivalent proficiency. Instructor: Huang.

CHN 312 - Contemporary China II ()

This course explores some of the most important topics of contemporary China through news media, films, discussions and debates, presentations, and essay writing, all done in the Chinese language. The materials will introduce students to economic inequality among China's urban dwellers, China's medical reform, marriage and gender discrimination, the status of Chinese versus foreign languages, and so on. The course trains students' language skills while deepening their understanding of Chinese society. [GM1]

Prerequisite: CHN 212 or equivalent proficiency. Instructor: Huang, Luo.

CHN 411 - Chinese Culture and Society I ()

Through a variety of carefully selected readings as well as media resources such as films, TV shows, and news, this course helps students gain an in-depth, multi-faceted and critical understanding of Chinese people, culture and society. Meanwhile, students continue developing Mandarin proficiency in all four skills with special attention given to the acquisition of formal or written language and the development of analytical and critical thinking skills. The course is instructed in Mandarin Chinese. [GM1, GM2, W]

Prerequisite: CHN 311 or equivalent proficiency. Instructor: Luo. Offered: Fall.

CHN 412 - Chinese Culture and Society II ()

Through a variety of carefully selected readings as well as media resources such as films, TV shows, and news, this course helps students gain an in-depth, multi-faceted and critical understanding of Chinese people, culture and society. Meanwhile, students continue developing Mandarin communicative abilities in all three modes (i.e., interpretive, interpersonal, and presentational) with special attention given to the acquisition of formal written language and the development of analytical and critical thinking skills. The course is instructed in Mandarin Chinese. [GM1, GM2, W]

Prerequisite: CHN 311 or CHN 312 or instructor permission . Instructor: Luo. Offered: Spring.

CL - Comparative Literature

CL 101 - Survey of European Literature I ()

Study of the most significant figures and their works in European literary history, exclusive of English. The course aims to acquaint students with the classics in the literatures of Greece, Rome, Italy, Spain, France, Germany, Russia, and other countries in English translation. No knowledge of foreign languages required. Open to all students. Lecture. [H, V, W]

Instructor: Duhl.

CL 102 - Survey of European Literature II ()

Study of the most significant figures and their works in European literary history, exclusive of English. The course aims to acquaint students with the classics in the literatures of Greece, Rome, Italy, Spain, France, Germany, Russia, and other countries in English translation. No knowledge of foreign languages required. Open to all students. Lecture. [H, V, W]

Instructor: Duhl.

CL 161 - Literary Masters of Tsarist Russia ()

Pushkin, Dostoevsky, Tolstoy, Chekhov. These are the titans of Russian literature, but also celebrated innovators in the broader landscape of world literature. This course introduces students to the major figures, trends, and historical contexts of 19th-century Russian literature, where literary experimentation, tense rivalries, and radical politics changed forever the future of Russian culture. We will examine periods of literary activity from Romanticism to the realist novel and end with Chekhov's mastery of the short story. [H, GM2, V, W]

Cross-Listed as: REES 161. Instructor: Ceballos.

CL 162 - Writing Under Authoritarian Regimes: Soviet Russia and Beyond ()

This course offers a survey of the texts and challenges of writing literature in Russia and Eastern Europe since the Soviet regime. From the Russian Revolution and the Cold War, to the rise of authoritarian regimes in our time, we will examine how authors negotiated artistic freedom and state censorship in places where writing was a matter of life and death. Particular attention will be paid to minoritized groups (women, ethnic minorities, and political dissidents). [GM2, H, W]

Cross-Listed as: REES 162. Instructor: Ceballos.

CL 163 - Back in the USSR: Encounters with Soviet Russia on the Page and Screen ()

The aim of this culture survey is to introduce you to how the Soviets saw the West and the way the West -- Americans and Western/East-Central Europeans -- saw the Soviet Union. Cold War cultural hostilities, still very much a part of how the West perceives Russia today, have had a retroactively distorting effect on our understanding of what the Soviet-West encounter looked like prior to World War II. Intellectuals, writers, artists, and activists like Arthur Koestler, Paul Robeson, Langston Hughes, Margaret Bourke-White, and John Steinbeck traveled to the USSR to see what this "Great Experiment" portended for the international leftist movement. Fellow travelers or card-carrying members of the Communist Party, these writers -- many of them African-American or suffering from gender discrimination -- were fascinated by the founding of a new state which claimed to have erased social and class difference in order to remake the world. This claim was of course not so simple; authoritarianism under Stalin, de-legitimized by its consequent show trials, executions, and GULAG sentences, embittered many leftists. We'll be working on answers to the following questions: What tools do we have to retrace and reconstruct this cultural movement toward a revisionist glimpse of the USSR? How did the Soviets themselves perceive the West, and later, Western antagonism, toward their ideology and cultural revolution? As we examine photo-journalism, travelogues, comics, and film on this encounter, the verb "to see" is meant to be taken literally and figuratively: how do members of these cultures imagine and intellectually conceive of one another? What is really behind the "othering" both the West and the Soviets committed against one another? What grey areas can we identify in this cultural meeting and what larger conclusions can we draw about cultural encounters? In textual works, such as fiction or memoirs, we will trace the construction and reconstruction of these cultural anxieties and outright stereotypes. Recent tensions between Russia and the West return to the Cold War era in tone and vitriol. Our task is to follow the inception of these trends in the Soviet period and, most importantly, to call into question the simplicity of the East/West dichotomy. [H, W, GM2]

Cross-Listed as: REES 163. Instructor: Ceballos.

CL 210 - Chinese Science Fiction in Context ()

This course explores the development of Chinese science fiction since the early twentieth century against a history of wars, reform and revolutions, and China's rise as a great economy and
technological innovator in the world. With stories, novel excerpts, comic books, and films, we will examine the intersection of literature, science, empire and nation, modernity and modernization. This
course will be conducted in English in the form of lectures and discussions. [GM1, GM2]

Instructor: Huang.

CL 230 - Gender, Orientalism, and Transnational Chinese Cinemas ()

This course, taught in English, examines images of China on the screen with special attention to the transnational connections in filmmaking and gender representations. It contrasts the Orientalist portrayals of China in European and Hollywood films and the self-orientalization or internal

Orientalism in cinemas from the mainland, Hong Kong, and Taiwan, engaging with topics including the “new woman,” masculinity and nationalism, global capitalism, and independent filmmaking, and adopting approaches of film analyses, post-colonial studies, and gender/sexuality theories. [GM2]

Instructor: Huang.

CL 265 - Dostoevsky in a Global Context ()

An examination of Fyodor Dostoevsky's major novels and journalism in the context of his transnational legacy. We examine problems of reading Dostoevsky in the 21st century stemming from his Christianity, politics, and contribution to the global art of the novel. Of special consideration will be the texts and reception of two influential novels, *Notes from the Dead House* and *The Brothers Karamazov.* Key theoretical approaches to his work will be discussed. All readings in English. [H, V, GM2, W]

Cross-Listed as: ENG 265, REES 265. Instructor: Ceballos.

CL 301 - French Cinema in English ()

French cinematographers and their works have often stood in contrast to large-scale, epic Hollywood productions. This is not to say that the two traditions are totally distinct: cross-fertilization has occurred in both directions. The French have produced a number of cinematographic masterpieces, and many of their most successful films have been recast for an American audience. In this course, we will examine five distinct genres: 1) the French New Wave with films by Truffaut (The Last Metro), Rohmer (Claire's Knee), Godard (Breathless), and Lelouch (A Man and a Woman); 2) the French Film Noir, with films by Chabrol (The Butcher), Clouzot (Les Diaboliqies), and Malle (Elevator to the Gallows); the Historical Epic, with films by Rappeneau (Cyrano), Chereau (Queen Margot), Vigne (The Return of Martin Guerre); Comedies, with films by Veber (The Dinner Game), Serreau (Three Men and a Baby), and Jeunet (Amelie); and Political Films with films by Renoir (La Grande Illusion), Malle (Au Revoir les Enfants), and Resnais (Hiroshima Mon Amour). [H]

Instructor: Staff. Offered: Summer.

CL 351 - Special Topics in Literature in Translation ()

Study of a genre or special topic in foreign literatures in translation. Seminar content is broad in scope and may span several centuries. In addition to the literature, theoretical readings are discussed, and a final research paper is required.

Prerequisite: At least two literature courses in English or a foreign language. Instructor: Staff. Offered: As needed.

CL 365 - “War and Peace:” Tolstoy’s Novel and Its Undying Questions ()

What is war? What is peace? What is love? What is death?—these are the questions raised by Lev Tolstoy’s *War and Peace*. This course is dedicated to analyzing the artistic world-building of this epic novel, while also exploring its continued social relevance and moral vision. Students will study the text, assess its major commentators, and research its dialogue with today’s burning issues: social justice, anti-colonialism, gender and sexuality, and climate change. (taught in English) [H, GM2, W]

Prerequisite: CL 161 or REES 161 or CL 265 or ENG 265 or REES 265; or permission of instructor. Cross-Listed as: REES 365. Instructor: Ceballos.

CL 460 - Reading and Research in Comparative Literature ()

This course is designed to give advanced students the opportunity to investigate intensively an area of special interest. Students are required to meet with the instructor periodically throughout the semester and to submit a scholarly paper, as well as to take an oral examination at the conclusion of the course.

Prerequisite: Two literature courses in Foreign Languages and Literatures or English. Instructor: Staff.

CLSS - Classics

CLSS 103 - Classical Mythology ()

Definitions, sources, and interpretations of myth as a cognitive system in ancient and modern culture. Survey of major divinities, mortals, myths, hero-legends, and cycles of saga, chiefly Greek. Their function in Greco-Roman civilization, their enduring power in Western culture, and their influence upon Western intellectual and artistic achievement. Open to all students. [H]

Instructor: Dubischar.

CLSS 123 - Roman Military and Warfare ()

This course explores the Roman military and its conflicts, equipment, tactics, and contemporary consequences through analyses of modern scholarship and literary accounts of Roman historians, generals, and soldiers. Key conflicts include the Punic Wars, Caesar's Gallic campaign, the Jewish War, and the reclamation campaigns of Julian. These writings, supplemented with secondary sources, will trace the rise and decline of the most powerful military in antiquity and its multiple echoes in the modern world. [GM1, H]

Instructor: Simms.

CLSS 220 - From Aeschylus to Woody Allen: Greek Tragedy and Beyond ()

Greek tragedy is one of the most powerful, complex, and influential literary forms of all times. This course will introduce the Athenian institutional framework that made Greek tragedy possible; thoroughly familiarize students with representative works of the three Athenian playwrights Aeschylus, Sophocles, and Euripides; trace how Greek tragedy has inspired later dramatists and filmmakers in their work; enhance "deep learning" by providing the opportunity to stage and direct select scenes from Greek tragedy. [H]

Instructor: Dubischar.

CLSS 225 - Ancient Science and Medicine: Greek and Latin Terminology and Scientific Culture ()

An introduction to how ancient Greek and Roman scientists expressed their ideas. Provides a systematic foundation in the analysis and interpretation of Greek/Latin terminology. Also investigates aspects of the emerging scientific culture and literature (such as Hippocrates' writings) within the context of ancient society, particularly how the competition among disparate value systems shaped the development of medical

theory and practice in antiquity. Besides medicine and bioscience, we consider mathematics, politics, and other scientific disciplines. [H, V]

Instructor: Clark.

CLSS 230 - Insiders and Outsiders in Ancient Rome ()

An investigation of how residents of ancient Rome from diverse origins and different social statuses would have portrayed life in that great, sprawling city: what was most distinctive about how their society was organized, how did people of different statuses and backgrounds inter-relate, and how did public and private civic institutions shape their experiences? An interdisciplinary approach to reconstructing ancient attitudes, critiques, and justifications regarding the many ways of experiencing Roman identity. [GM1, GM2, H]

Instructor: Staff.

CLSS 320 - Greeks and Barbarians ()

In the Persian Wars, Greek city-states twice defended themselves against the invading 'Barbarian' forces of the Persian Empire (490 and 480/79). Students in this course will be introduced to ancient Near Eastern politics and culture from a Persian (not Greek!) perspective, will analyze Western literary and filmic representations of the Persian Wars, and will acquire critical awareness of the cognitive and psychological processes (beneficial or harmful) behind formations of collective identity, stereotypes, and Us vs. Them world views. [H, GM1, V]

Prerequisite: At lease one CLSS, HIST or LAT course, or permission of instructor. Instructor: Dubischar.

CLSS 325 - Slavery in the Ancient Greek and Roman Worlds ()

An investigation of slavery in the Greek and Roman worlds with an emphasis on its connections to other major social and cultural developments such as literature, politics, and religion. Students will analyze literary, artistic, legal, and archaeological evidence to examine the institution of slavery, to explore experiences of enslaved and manumitted people, and to interpret representations of slavery in Greco-Roman culture. Special attention will be paid to how gender, sexuality, race, and ethnicity inform slavery. [H, GM1, GM2]

Instructor: Bolt.

CLSS 335 - Roman Technology and Engineering ()

This course explores Roman technology and engineering within the social and geographical contexts of the ancient Mediterranean world and its cultures. Manifestations of ancient technology, from the grand (temples, roads, aqueducts, ships, etc.) to the small (weapons, armor, household goods, etc.), were crafted with hew modern techniques or equipment, yet many still stand today, and echoes of their craft reverberate into modern times. [H]

Instructor: Simms.

CLSS 351 - Special Topics in Classical Literature in Translation ()

From the wide chronological, thematic, and generic range of ancient classical literature, students will explore in-depth a special topic in Classical literature in translation and essential accompanying secondary literature. The course work entails, first, extensive readings of ancient literature and modern scholarship; second, writing assignments of various types that will eventually lead to a clearly-argued final essay. This course is recommended for, but not restricted to, students pursuing a minor or self-designed major in Classical Civilization.

Prerequisite: Two courses, of which at least one was at the 200-level in Classical Civilization (CLSS) or related fields, such as ancient art, ancient philosophy, or the religions of the ancient world. Instructor: Staff.

CLSS 460 - Reading and Research in Classical Literature ()

From the wide chronological, thematic, and generic range of ancient classical literature, students will choose-in consultation with the instructor-a topic for their own research. The course work will entail, first, extensive and intensive readings of ancient literature and modern scholarship; second, student research that will lead to a research paper. This course may, and oftentimes will, function as a capstone course for students pursuing a self-designed Classical Civilization major.

Prerequisite: Three courses, of which at least two were at the 200-level or higher, in Classical Civilization (CLSS) or related fields, such as ancient art, ancient philosophy, or the rligions of the ancient world. Instructor: Staff.

CM - Computational Methods

CM 151 - Introduction to Computational Science ()

Computational science concentrates on the effective use of computer software, hardware and mathematics to solve problems in science. The goal of this course is to teach science and engineering majors how to develop tailored, flexible, and efficient working environments built from small programs (scripts) written in the easy-to-learn, very high-level language Python. Students will learn to use existing applications and tools for automating simulation, data analysis, and visualization, and for steering simulations and computational experiments. [NS]

Instructor: Staff.

CM 160 - Games as Models of the Natural World ()

This class will explore board and card games as models of the natural world to foster a deeper understanding of the complex behaviors seen in the world around us. Students will examine existing games and learn techniques of game design for creating their own models of the natural world. Students are required to have taken one lab science course and will need to know basic math concepts like fractions, but the primary requirement is creativity. [STSC]

Prerequisite: One NS Lab Science course. Instructor: Pfaffmann.

CM 261 - Introduction to Numerical Computing for Engineers ()

This course will teach engineering students how to solve engineering problems using numerical computing methods and techniques. The course will use examples and applications from different engineering problems, particularly those in chemical, civil and mechanical engineering. Students will learn how to program using the MATLAB programming environment.

Prerequisite: MATH 161, MATH 162. Not open to students who have credit for CM 151. Instructor: Staff.

CM 390-391 - Independent Study ()

Independent study projects for qualified juniors and seniors.

Instructor: Staff.

CS - COMPUTER SCIENCE

CS 104 - Introduction to Game Programming ()

This course provides hands-on experience developing computer games. The course covers the basic techniques of game programming, including graphics, events, controls, animations, and intelligent behaviors. Students learn the concepts and skills of object oriented programming by designing and implementing a sequence of computer games. No prior knowledge in programming and computer games if required. A good understanding of algebra and geometry is strongly recommended. [NS, lecture/lab]

Corequisite: MATH 141 or MATH 161. Instructor: Xia.

CS 105 - Digital Media Computing ()

Digital media processing forms a basic block in technologies underlying today's successful media, social and publishing companies. This course covers various techniques for the creation and manipulation of multimedia, including pictures, sounds, texts, and movies. Students learn the concepts and skills of object-oriented programming by designing and implementing a series of digital effects. No prior background or experience in programming is required. [NS, lecture/lab]

Corequisite: MATH 141 or MATH 161. Instructor: Tao.

CS 150 - Data Structures and Algorithms ()

This course continues the development of object oriented approaches to the design and implementation of software systems. Students will learn to analyze problems, algorithms and develop object-oriented solutions to problems. Students will also learn to use multiple data structures and the accompanying algorithms to store, index and retrieve data.

Prerequisite: CS 104 or CS 105 . Instructor: Liew.

CS 200 - Computers and Society ()

This course examines the computer's cultural context: the managerial, political, legal, ethical, psychological, and philosophical implications of computing. The laboratory focuses on the World Wide Web. [W, V]

Instructor: Pfaffmann.

CS 202 - Analysis of Algorithms ()

The design and analysis of algorithms and their complexity. This course studies techniques for measuring algorithm complexity, fundamental algorithms and data structures, intractable problems, and algorithm-design techniques.

Prerequisite: CS 150 and MATH 182. Instructor: Xia.

CS 203 - Computer Organization ()

A study of digital logic, computer components, internal and external memory, instruction sets, interrupts, micro- and macroprogramming. Lecture/laboratory.

Prerequisite: CS 150. Instructor: Pfaffmann.

CS 205 - Software Engineering ()

The analysis, design, implementation, and maintenance strategies appropriate for large software projects. Lecture/laboratory. Permission of department head required.

Prerequisite: CS 150. Instructor: Pfaffmann.

CS 301 - Principles of Programming Languages ()

An introduction to the theory of the design and implementation of contemporary programming languages. Topics include the study of programming language syntax and semantics, translators, and imperative, functional, logic and object-oriented language paradigms.

Prerequisite: CS 202, CS 203. Instructor: Xia.

CS 303 - Theory of Computation ()

An introduction to the theoretical foundations of computer science and formal models of computation. Topics will include formal languages, finite automata, computability, and undecidability.

Prerequisite: CS 202. Instructor: Xia.

CS 305 - Computer Networks ()

The implementation and use of computer networks. Topics include the ISO reference model, communication protocols, local-area and wide-area networks, and satellite communications.

Prerequisite: CS 203 or ECE 313. Corequisite: CS 205. Instructor: Staff.

CS 320 - Database Management Systems ()

This course examines the organization, design, and implementation of database management systems.

Prerequisite: CS 205. Corequisite: CS 202. Instructor: Ordille.

CS 390-394 - Independent Study and Research ()

Independent study projects for juniors and seniors. Hours arranged. Permission of department head required. Applicability of Independent Study/Research as a 300-level CS major elective is only by approval of the department.

Instructor: Staff.

CS 406 - Operating Systems ()

An in-depth study of operating systems, covering such topics as concurrent processes, memory management, input/output and file systems, and resource allocation.

Prerequisite: CS 203 or ECE 313. Corequisite: CS 205. Instructor: Staff.

CS 410-415 - Special Topics ()

This course considers recent advances and/or subjects of current interest in computer science.

Prerequisite: Prerequisites vary according to the topic.. Instructor: Staff.

CS 416 - Knowledge and Strategy ()

This course is an introduction of interactive epistemology and game theory, a mathematical theory of conflict and cooperation between rational agents, with emphasis on knowledge and multi-agent systems. The course also provides an overview of other topics at the intersection of theoretical computer science and economics, such as agreement, common knowledge, mechanism design and auctions.

Prerequisite: CS 150 and MATH 186/PSYC 120/MATH 335; or CS 104/CS 105 and MATH 335. Instructor: Tao.

CS 420 - Artificial Intelligence ()

An introduction to the study of intelligence as computation. Topics include problem-solving techniques, heuristic searches and knowledge representation.

Prerequisite: CS 202, CS 205. Instructor: Liew.

CS 424 - Introduction to Machine Learning ()

This course is an introduction to the theoretical and practical aspects of the design and implementation of Machine Learning (ML) algorithms. It will provide students with an in-depth introduction to the areas of Supervised ML algorithms. The course will cover core ML algorithms for classification and regression, such as Linear and Logistic Regression, Neural Network and Deep Learning.

Prerequisite: CS 202. Corequisite: MATH 272 or MATH 300. Instructor: López. Offered: Spring.

CS 425 - Human-Computer Interaction ()

This course covers topics in Human-Computer Interaction (HCI), including identifying users' needs, rapid prototyping, visual design, and the evaluation of existing systems. Students learn principles and methods that will help them recognize and create usable interfaces. Students apply these methods to evaluate real-world systems, measuring how they impact productivity, and more broadly experience.

Prerequisite: CS 205 or permission of the instructor. Instructor: Smith.

CS 470 - Senior Project ()

In this course, students work in teams on the analysis, design, and implementation of a large-scale software project.

Prerequisite: Senior standing and either CS 320 or CS 305. Instructor: Staff.

CS 495-496 - Senior Thesis ()

A two-semester, independent research project on a topic selected by the student and approved by the department. A student must undertake such a program for two semesters to graduate with honors. [One W credit only upon completion of both 495 and 496]

Instructor: Staff.

DS - Data Science

DS 201 - Principles of Data Science ()

This course will cover the principles of data science, in particular how to manage large sets of data, display information in a meaningful way while doing so in a thoughtful manner taking ethics into consideration. We will be using example datasets from multiple domains and problems to study the effectiveness of different techniques and approaches. [V]

Prerequisite: An introductory statistics course AND an introductory computing course. Instructor: Liew.

DS 287 - Introduction to Data Modeling ()

This course will examine advance methods for analyzing data. Topics will include experimental design concepts, one- and two-way ANOVA (and interaction), multiple regression and ANCOVA, analysis of categorical outcomes (including logistic regression), and power. Time permitting, additional topics may be covered. the course emphasizes the correct application and interpretation of these methods, including assessment of underlying assumptions. Applications will require use of statistical software (presumably R), which is left to the discretion of the instructor.

Prerequisite: MATH 186 or MATH 286 or MATH 336 or PSYC 120. Instructor: Gaugler.

DOC - Documentary Storymaking

DOC 150 - Introduction to Documentary Storymaking ()

This course is an introduction to digital documentary storymaking. It merges the critical study of documentary media with the hands-on construction of documentary stories waiting to be found in local communities. Working with tools of the documentary arts-video, still images, audio, writing-students will acquire the foundational skills of media production and effective story telling while absorbing and analyzing rich examples of documentary story telling over time and place. [H]

Instructor: Staff.

DOC 250 - Documentary Storymaking Bridge ()

Documentary Storymaking Bridge places students' original documentary projects at the center of the class. The metaphor of a bridge links us to Documentary Storymaking theoretical discourses, research practices, and creative production, as well as to ethically-minded documentary connections and partnerships in the community. The course is a meaningful bridge to larger projects for those students working toward a senior capstone, and offers support for complex media projects that are too large to fit into one class--integrating students' foundational work in media making with the advanced work to come. Designed for students working above the introductory level, projects will evolve within a context of essential engagement with the study and practice of documentary rights and responsibilities.

Prerequisite: DOC 150; or instructor permission. Instructor: Staff.

DOC 370 - Capstone in Documentary Storymaking ()

This course challenges students to synthesize their course of study across the Documentary Storymaking Minor and solidify their learning in a collaborative documentary project. The course is required in order to complete the Documentary Storymaking minor. The Capstone is a workshop-based experience that guides students through the design, planning, field research, production, and completion of a substantial documentary media project that results in a public

presentation of their most advanced work. Production will be informed and enhanced by class discussion of selected readings, screenings, relevant theories and practices in documentary. The course is open to Documentary Studies minors and other advanced students by permission of instructor.

Prerequisite: DOC 150 and DOC 250. Instructor: Staff.

ECE - Electrical and Computer Engineering

ECE 205 - Human Machine & Advances in Medical Technology ()

From smart algorithms analyzing wearable data to the development of brain-machine interface, significant advances have been made in the development of medical devices for treating and assisting patients. In this team-taught course we will explore the physiological changes (i.e. chemical and electrical signals) associated with voluntary and involuntary physiological activities, such as brain and heart function. We will develop an understanding of current technology and discuss the ethical issues surrounding the development of future medical instrumentation. [STSC, V]

Cross-Listed as: NEUR 205. Instructor: Gabel, Yu.

ECE 211 - Digital Circuits I ()

This course introduces the analysis and design of digital circuits. Topics include: combinational circuit analysis and design, number representations and codes, addition circuits, analysis and design of synchronous circuits, programmable logic array, programmable array logic and field-programmable gate array (FPGA). The course includes a design project using an FPGA. Lecture/Laboratory

Instructor: Biernacki, Nestor. Offered: Spring .

ECE 212 - Digital Circuits II ()

This course covers the design of digital systems using a microcontroller, and field programmable gate array. Topics include: register transfers; special-purpose computer architecture; microcontroller architecture, instructions, and interfacing; assembly language programming; C programming. Lecture/laboratory.

Prerequisite: ECE 211. Instructor: Biernacki, Nestor. Offered: Fall semester.

ECE 221 - Basic Electric Circuit Analysis ()

Introduces students to concepts, ideas, and techniques that are fundamental to the analysis of linear electrical circuit models. Circuit analysis techniques are derived from Kirchhoff's Laws and topics covered include DC circuits, AC circuits, RC/RL circuits, operational amplifier circuits, and AC power calculations. Laboratory exercises reinforce theories presented in lectures. Lecture/laboratory.

Prerequisite: MATH 162. Instructor: Sajadian ,Yu. Offered: Spring semester.

ECE 313 - Computer Organization ()

The features of a digital computer are examined at various levels. Topics include: CPU architecture and instruction sets (machine level), the microprogramming level, virtual memory (operating system level), the assembly language level. Lecture/discussion.

Prerequisite: ECE 211. Instructor: Nestor. Offered: Spring semester.

ECE 322 - Introduction to Solid State Devices and Circuits ()

The course begins with discussion of semiconductor devices to obtain their volt-ampere behavior. First order models for the devices are developed and used to analyze both analog and digital circuits. The use of computer-aided design programs is presented. Required of junior electrical engineering students. Lecture/discussion/laboratory.

Prerequisite: ECE 221 and pre/corequisite: MATH 264. Corequisite: ECE 331. Instructor: Wey. Offered: Fall semester.

ECE 323 - Analysis and Design of Solid State Circuits ()

The course continues to develop the topics introduced in ECE 322 with emphasis placed on more complex circuits used in analog and digital applications. Extensive use is made of simulation programs as an aid in the design process. Required of junior electrical engineering students.

Prerequisite: ECE 322. Instructor: Sajadian, Wey. Offered: Spring .

ECE 331 - Signals and Systems ()

Fourier, Laplace, and Z-transforms are developed and applied to the analysis of electrical circuits. Transient and frequency characteristics of continuous and discrete systems are discussed. Required of junior electrical engineering students. Lecture/ Laboratory

Prerequisite: ECE 221 or ES 201; and pre/corequisite: MATH 264. Instructor: Jouny. Offered: Fall.

ECE 332 - Communications Systems ()

This course is devoted to a study of systems used to transmit information. Continuous (Analog) and Discrete (Digital) Systems, and the principles of frequency division and time division multiplexing are treated. The effect of noise on the various systems is investigated. Required of junior electrical engineering students. Lecture/discussion.

Prerequisite: ECE 331. Instructor: Jouny. Offered: Spring semester.

ECE 341 - Engineering Electromagnetics ()

Maxwell's Equations in integral and differential forms are introduced to describe the propagation of electromagnetic waves in a variety of media. Necessary vector integration and differentiation techniques are developed. Required of junior electrical and computer engineering majors. Lecture.

Prerequisite: MATH 264; PHYS 133. Instructor: Jouny. Offered: Fall semester.

ECE 390-392 - Independent Study or Research ()

An opportunity for selected students to undertake independent study or research projects during the senior year. Each student is required to submit work or demonstrate a project embodying the results of the study or research. The proposal for this work is submitted to a faculty adviser and is also submitted to the department head for approval. This

work may be substituted for certain technical courses normally required. Hours by arrangement.

Instructor: Staff. Offered: Each semester.

ECE 393-399 - Special Topics ()

These courses consider recent advances and/or subjects of current interest to students and members of the staff. The special topic for a given semester will be announced prior to registration.

Prerequisite: Senior standing in electrical engineering. Instructor: Staff.

ECE 414 - Embedded Systems ()

This course covers the design of stand-alone digital systems utilizing embedded microcontrollers. Both software and hardware are covered. Topics include microcontroller architecture, peripheral functionality and utilization, performance and power consumption, hardware interfacing, interrupts, and real-time operating systems.

Prerequisite: ECE 211 and (CS 104 or CS 105). Instructor: Nestor.

ECE 416 - Advanced Digital System Design and Verification ()

Register-Transfer-Level (RTL) design and verification of complex digital systems using a hardware description language, modern design tools, and field-programable gate arrays. Verification and debugging of complex systems. This course includes a major design project.

Prerequisite: ECE 212. Instructor: Nestor.

ECE 418 - Computer and Network Security ()

Computer and Network security has been a growing concern in the Digital World. This course introduces the principles and practices of computer and network security by hands on learning approach. Topics covered in this course include: applied cryptography, digital signatures, hash functions, various security attacks and defense strategies, reconfigurable device security and software security, legal and ethical aspects of computer security.

Prerequisite: MATH 182 AND CS 203 or ECE 212. Instructor: Biernacki.

ECE 425 - VLSI Circuit Design ()

Introduces the design of Very Large Scale Integrated circuits, with emphasis on digital CMOS design. Topics include MOS transistor theory, basic IC processing, static and dynamic CMOS, VLSI system organization, and CAD tools for design and simulation. Students design projects to be fabricated and returned the following semester.

Prerequisite: ECE 322. Instructor: Biernacki. Offered: Fall .

ECE 427 - Sensors and Electronic Systems ()

Devices and interface electronics used to sense quantities such as light, temperature, and motion are discussed. A general overview of sensor performance characterization is presented and mathematical modeling techniques are developed, leading to interface electronics topologies and application specific sensor applications.

Prerequisite: ECE 322, ECE 331. Instructor: Wey.

ECE 428 - Power Electronics ()

This is an introductory course to the elements of Power Electronics with an overview of the switched mode semiconductors to control the power flow in wide range of energy conversion applications. The course emphasis will be on analysis and design of three major class of power electronic converters: ac to dc converter known as rectifier, dc to dc converter, and dc to ac converter known as inverter.

Prerequisite: ECE 322. Instructor: Sajadian.

ECE 433 - Industrial Electronics and Control Systems ()

Feedback control systems are studied in both the frequency and time domain. Topics include detailed system modeling, stability and error analysis, design to meet specifications, and discussion of system integration in a manufacturing environment. Lecture/discussion/ laboratory.

Prerequisite: ECE 331. Instructor: Sajadian, Yu. Offered: Fall semester.

ECE 434 - Digital Signal Processing ()

This course covers discrete fourier transforms (DFT and FFT), the sampling theorem and its consequences, Z transforms theory, recursive digital systems, and digital filter design. Lab involves implementation of digital signal processing algorithms in real time using DSP hardware.

Prerequisite: ECE 331, ECE 212. Instructor: Jouny. Offered: Fall .

ECE 435 - Speech and Image Processing ()

Introduces interactive information systems utilizing sight and sound. Speech processing, recognition, synthesis, and coding, as well as image understanding and compression technologies, are discussed. Acquaints students with speech production, extraction of recognizable phonic features, recognition of speech templates, edge detection, and image understanding. Lecture.

Prerequisite: ECE 331. Instructor: Jouny. Offered: Spring semester.

ECE 436 - Communications Networks ()

This course introduces computer communications and data networks. The course includes background material in probability and queuing theory, a description of all seven OSI (Open Systems Interconnections) layers with protocols, applications of data networks, and a brief introduction of ISDN technology. Students will animate and evaluate the performance of hypothetical topologies of communications networks.

Prerequisite: ECE 331. Instructor: Jouny.

ECE 437 - Biomedical System Modeling and Analysis ()

This course introduces the use of engineering techniques to simulate and analyze biomedical systems and applications in medicine. Major physiologic functions, such as nerve action potentials, skeletal muscle contraction, human vision system, cardiovascular system, respiratory system, endocrine system, kidney, and prosthetic devices, are modeled by electrical circuits or differential equations and simulated using computer software.

Prerequisite: ECE 331 or ME 352; or permission of instructor.. Instructor: Yu.

ECE 445 - Physics of Semiconductor Devices ()

This course presents a quantitative analysis of both bipolar and field effect transistors. The device equations are developed from fundamental physical processes such as carrier densities, transport processes, and generation-recombination mechanisms. Required of senior Electrical and Computer Engineering majors. Lecture.

Prerequisite: ECE 341, ECE 322. Instructor: Staff.

ECE 446 - Microwave Systems ()

Analysis and design of modern microwave systems such as satellite and cellular communications and radar. Devices, circuits, and subsystems are presented with an emphasis on theory of operation and impact on overall performance. Application of technologies to the current microwave communications industry is covered. Students complete a design project using modern microwave CAD software (Ansoft Serenade or Agilent Advanced Design System and Sonnet) and theory presented in class.

Prerequisite: ECE 341. Instructor: Staff.

ECE 451 - Introduction to Electrical Power Systems ()

This course deals with the elements of the transmission and distribution of electrical power. Starting with transmission lines, the course will develop the general representation of power systems. Load flow studies and the economic operation of power systems are treated. Finally, symmetrical components, transients and system stability are considered. Lecture/discussion.

Prerequisite: ECE 331. Instructor: Jouny. Offered: Spring semester.

ECE 491 - Electrical & Computer Engineering Design Project I ()

This course introduces the basics of team based project engineering, gaining skills that will prepare students for entry into the professional engineering workforce. Students are introduced to a formal requirement-oriented design process and acceptance testing. They learn project management techniques to manage engineering work. Written and oral communication skills are emphasized. The course culminates in a formal critical design review for the significant design project to be completed in the second term.

Prerequisite: [ECE 323, ECE 332, ECE 341 and CS 205 or ECE 414] OR [ES 301 OR ES 302 OR ES 303]. Instructor: Wey, Yu.

ECE 492 - Electrical & Computer Engineering Design Project II ()

In this course a significant design project is completed. Students are required to integrate and apply their knowledge of various topics from the ECE curriculum and to learn new material, including multidisciplinary material outside ECE. Successful project completion will require independent and team design work. Student teams will follow a formal, requirements-oriented design process and apply project management techniques to manage the design progress. The course culminates in formal acceptance testing, demonstration, and delivery. [W]

Prerequisite: ECE 491. Instructor: Wey, Yu. Offered: Spring semester.

ECE 495-496 - Thesis ()

This program is designed in accordance with the honors program of the College. Enrollment is limited to seniors. These courses may not be used for electrical and computer engineering or computer science credits. [One W credit only upon completion of both 495 and 496]

Instructor: Staff.

ECON - Economics

ECON 101 - Principles of Economics ()

An introduction to economics stressing the fundamental and central concepts in economics and discussing methods and topics that engage economists. Topics include supply and demand analysis, determination of prices, output and profits, distribution of income, determination of real GDP, and fiscal and monetary policy. Offered every semester. [SS]

Instructor: Staff.

ECON 202 - Introduction to Environmental Economics ()

This course is designed to give students a better understanding of how the environment and the economy interact and how public policy can be used to shape this interaction. The course begins by sketching out the flows of natural resources associated with economic activity and how the environmental effects produced by these flows are valued. The course then proceeds to show how market economies affect the environment. Particular emphasis is placed on the environmental damage generated by market economies and how public policy can best be used to address this damage.

Prerequisite: ECON 101. Instructor: Staff.

ECON 205 - Markets and Democracy ()

This course examines how well markets work and what democratic states ought to do to affect their functioning. Students will consider how personal behavior relates to public decisions; the functioning of markets and governments; government responsibility to insure against natural, personal, and social risks; and inequalities arising from market competition and political participation. [V, W]

Prerequisite: ECON 101. Instructor: Rizvi.

ECON 210 - International Economics ()

This course examines the causes and consequences of international economic integration. It explores the forces that shape the pattern of international trade as well as the welfare effects of such trade. It also studies the policies that governments can use to regulate trade. Finally, it analyzes how international economic integration impacts aggregate economic performance by introducing concepts such as exchange rates and the balance of payments.

Prerequisite: ECON 101.. Instructor: Staff.

ECON 214 - Sustainable Finance ()

This course emphasizes the importance of risk management in a sustainable business. Financial Economics provides the tools that enable a discussion of the private and social net benefits to sustainability. Topics include sustainable

developments, corporations as a business organization, benefit corporations, risk management and its role in a sustainable business, the modeling of corporate risks, markets for trading risk and social impact investing.

Prerequisite: ECON 101. Instructor: Swidler.

ECON 215 - Health Economics ()

The US healthcare has many stakeholders whose often opaque and complex market interactions ultimately affect the cost, accessibility, and quality of healthcare consumers face. Patients, policymakers and healthcare businesses rely not just on institutional knowledge of medicine, law, and culture, but on the incentives these system structures create that determine how firms compete in healthcare markets and individuals pursue their health and well-being. Health economics applies economic theory to healthcare markets and individual health behaviors to understand these incentives and interactions as well as guide policymakers in addressing issues of market failure and inequity in healthcare markets. In this class, students will be introduced to the economic theory that underpins healthcare markets and health behaviors.

Prerequisite: ECON 101. Instructor: Biener.

ECON 223 - Money and Banking ()

This course analyzes the financial and monetary systems in the United States. We will cover a variety of topics including the role of money in the financial system, the structure of financial institutions, types of financial instruments, monetary policy and the macroeconomic implications of those policies both domestically and internationally. Finally, the course explores the connections between financial markets and the Federal Reserve with economic models and current events.

Prerequisite: ECON 101. Instructor: Professor Smith.

ECON 224 - Macroeconomic Data and Analysis ()

Understanding how to find, manipulate and interpret macroeconomic date is an important tool to comprehend the world we live in and policy decisions made by central banks and fiscal authorities. Students in this course will learn how to obtain and use macroeconomic data such as GDP, inflation and unemployment for the analysis of current economic issues and policy decisions.

Prerequisite: ECON 101. Instructor: J. Smith.

ECON 246 - Evolutionary Game Theory ()

An introduction to the concepts, techniques, and application of evolutionary game theory. The mathematics of game theory and natural selection offer insights valuable to the study of economics, biology, psychology, anthropology, sociology, philosophy, and political science. This course is intended to serve students with interests in any of these fields learn the approach, requiring minimal mathematical background, with special attention to apparent paradoxes, such as the evolution of altruism. [V]

Prerequisite: MATH 125, MATH 141, MATH 161, or MATH 165; and one of the following: ECON 101, BIOL 111, A&S 102, A&S 103, PSYC 110, GOVT 101, GOVT 102, GOVT 103, GOVT 104, PHIL 200, PHIL 145, PHIL 250, PHIL 260, or NEUR 201. Cross-Listed as: MATH 246. Instructor: Root, Ruebeck.

ECON 251 - Intermediate Microeconomics ()

A study of how individuals and organizations deal with the problem of scarcity, the role of prices in coordinating economic activity, criteria for determining desirable allocation of resources, the mix of private and public institutions, and the economic basis of public policies.

Prerequisite: ECON 101 and MATH 141 or MATH 161. Instructor: Staff. Offered: Every semester.

ECON 252 - Intermediate Macroeconomics ()

An examination of aggregate economic activity focusing on the forces that determine the behavior of real GDP, interest rates, and the price level. Economic growth, fluctuations, unemployment, and inflation are analyzed along with alternative policies for dealing with them.

Prerequisite: ECON 101 and MATH 141 or MATH 161. Instructor: Staff. Offered: Every semester.

ECON 253 - Fundamentals of Econometrics ()

This course focuses on building multiple regression models useful for testing economic theories and making business forecasts. Topics include simple and multiple regression, dummy variables, multicollinearity, heteroscedasticity, serial correlation, and binary dependent variable models. The coursework includes extensive use of statistical software packages and large data sets.

Prerequisite: ECON 251 or 252 and MATH 186. Instructor: Staff.

ECON 255 - Multinational Business and Corporate Social Responsibility ()

Strategic corporate social responsibility (CSR) is about how a company resolves the dilemmas around its core product or service, how that product is produced, and how and to whom it is marketed. In effect, multi-national corporations which have a business model that uses profit to fuel constant innovation in new products, now have to include, for example, programs to reduce emissions, carbon trading, fair trade practices and differential pricing of general drugs in poor developing countries that demonstrate the potential for CSR; others illustrate the continuing limitations. The object of this course is to make students aware of international business situations that require moral reflection, judgement and decision, while revealing the complexities that often surround business choices and the formation of public policies. Learning through cases of irresponsible actions as well as responsible behavior, the course focuses attention on the study of International Business circumstances in which hard choices must e made under complex conditions of uncertainty and disagreement. Students who receive credit for 255 may not receive credit for ECON 352. Similarly, students who receive credit for ECON 352 may not receive credit for 255.

Prerequisite: ECON 101 and ECON 259, or permission of instructor. Cross-Listed as: PSTD 255. Instructor: Ahene.

ECON 259 - Financial Accounting and Analysis ()

The primary objective of this course is to introduce students to analysis and assessment techniques useful for decision makers in any entity that provides goods or services to another. It also introduces students to the process and content of financial accounting and it is geared toward

information that students will need to function as effective and knowledgeable professionals.

Instructor: Staff.

ECON 300 - Industry, Strategy, and Policy ()

This course serially examines the major sectors of the global economy using the tools of economic theory. For each sector, students analyze current market conditions and trends, financial performance, critical challenges, and relevant public policies.

Prerequisite: ECON 251. Cross-Listed as: PSTD 300. Instructor: Staff.

ECON 303 - Income Tax Topics ()

This course introduces students to the concepts and intricacies of federal income tax policies. Students learn to recognize the major transactions inherent in business and financial transactions.

Prerequisite: ECON 218 or ECON 259. Instructor: Staff.

ECON 319 - Financial Theory and Analysis ()

This course takes the principles of accounting and applies them to the world of finance. The emphasis is on the theory that underlies corporate accountability for financial reporting. Selected reporting and disclosure issues, such as financial statement presentations, earnings per share (EPS), debt, equity, and investments of excess funds for strategic financial management, as well as cash flow analysis, are incorporated. Excel spreadsheets are used extensively.

Prerequisite: ECON 218 or ECON 259. Instructor: Bukics.

ECON 320 - Corporate Finance ()

Analysis and practical application of corporate financial data as it relates to managerial decision making. Particular emphasis is placed on the corporate investment and financing decision, risk management, and the dividend decision.

Prerequisite: (ECON 251, ECON 259, and MATH 186) or (ECON 251, ECON 259, and MATH 335 [concurrent]). Instructor: Swidler, Kelly.

ECON 321 - Investments ()

An examination of the portfolio theory and security analysis involved with both fixed income and equity securities. Topics include analysis, pricing, and risk management.

Prerequisite: ECON 320. Instructor: Chambers, Kelly.

ECON 322 - Financial Markets ()

This course is an introduction to Flow of Funds analysis and interest rate determination in the money and capital markets, the structure of interest rates, efficient market hypothesis, and major financial institutions in the United States.

Prerequisite: ECON 251, ECON 252, or permission of instructor. Instructor: Staff.

ECON 323 - Money, Financial Intermediation, and the Economy ()

A theoretical analysis of the role of money in determining the level of economic activity. Topics covered include the determination of interest rates and inflation, the institutional structure of financial intermediaries and the Federal Reserve, and the history of monetary policy in the United States. [W]

Prerequisite: ECON 251, ECON 252, or permission of instructor. Instructor: Smith.

ECON 324 - Options and Futures ()

This course examines the practices and principal theories of major options and futures markets. Special emphasis is placed on the role of derivative securities in facilitating risk management.

Prerequisite: ECON 321.. Instructor: Chambers, Kelly.

ECON 325 - Women and the Economy ()

This course surveys a wide range of economic issues relating to women's lives with special emphasis on family, work, and income. Public policy applications are stressed. [GM1]

Prerequisite: ECON 101, ECON 251, and ECON 253 . Instructor: Averett.

ECON 327 - Applied Microeconometrics ()

The course introduces students to the application of econometric techniques commonly used by microeconomists. The emphasis is on specification, estimation, interpretation, and testing of microeconometric models rather than a thorough treatment of asymptotic properties of estimators. Methods considered include panel data estimators, instrumental variables estimators, difference-in-differences methods, limited dependent variable models, quantile regressions and non-parametric regressions. An emphasis will be placed on application through data-intensive assignments and a research project. [W]

Prerequisite: ECON 253 . Instructor: Stifel.

ECON 328 - Labor Economics ()

This course examines in detail one of the most important markets in economics: the labor market. The course will investigate the key theories behind labor supply and labor demand and how they interact to determine wages and employment. Other topics include: the effects of government policies including welfare programs and minimum wages, compensating wage differentials, education, and human capital, immigration, discrimination. The course will take both a theoretical and empirical look into these topics.

Prerequisite: ECON 251 and ECON 253 . Instructor: Larsen.

ECON 330 - Urban Economics and Public Policy ()

An introduction to the economic analysis of urban areas. Theories of urban growth and of intra-metropolitan land use are explored. Topics include trends in the location of economic activity within urban areas, the urbanization of poverty, and problems of urban government.

Prerequisite: ECON 251, ECON 252, or permission of instructor. Instructor: Ahene.

ECON 331 - Industrial Organization: Market Structure and Strategy ()

This course integrates microeconomic theory with economic application techniques in an investigation of various market structures, strategic firm interaction, antitrust issues, and economic regulation. Beginning with the standard Structure-Conduct-Performance paradigm and processing through

some of the most recently developed theories in noncooperative games, the course content exposes students to an array of methods that facilitate the analysis of market structures, antitrust, and regulatory issues.

Prerequisite: ECON 251 or permission of instructor. Instructor: Ruebeck.

ECON 332 - Economics of Health Care ()

This course provides an overview of the economics of health and medical care. By the end of the semester, students should have the institutional knowledge and analytical tools needed to contribute to current public policy debates about health and medical care.

Prerequisite: ECON 101, ECON 251, ECON 253. Instructor: Averett.

ECON 336 - Behavioral Economics ()

Drawing on methods from psychology, sociology, neurology, and economics, this course sheds light on one of the most fundamental human activities: the decision process. In Behavioral Economics you will learn state-of-the-art theories and methods that explain the economic choices that we all make every day. In contrast to standard approaches, we will not only use economic tools but also psychology-based concepts such as impulsiveness, self-control, cognitive dissonance, overconfidence, anchoring, framing, emotional reactions, intrinsic motivation, etc.

Prerequisite: ECON 251. Instructor: Gomez-Minambres.

ECON 337 - Personnel Economics ()

This course provides a theoretical and empirical economic analysis of human resources management policies. In particular, we will study the problems of selection and motivation of employees within an organization. Thus, we will discuss topics such as compensation schemes, work motivation, recruiting mechanisms, training strategies, performance evaluations, promotions, and peer effects in the workplace.

Prerequisite: ECON 251. Instructor: Gómez-Miñambres.

ECON 340 - Environmental and Resource Economics ()

This course provides a survey of environmental and natural resource economics with application to real world contemporary issues. We will discuss fundamental economic principles in public goods and environmental valuation, and the economics of renewable and non-renewable resources and discuss policies to manage natural resources. Topics will include market mechanisms and market shortcomings, property rights, non-market valuation, pollution control, discounting and dynamic efficiency, nonrenewable and renewable resource management, climate change, and sustainability.

Prerequisite: ECON 251 and ECON 253. Instructor: Liu.

ECON 341 - Public Sector Economics ()

A study of the public sector of the economy that includes the theories of public revenues and expenditures, the tax structure of American governments including analysis of the rationale and consequences of major taxes, and major expenditure programs. Fiscal problems of state and local governments and intergovernmental fiscal relations are also examined.

Prerequisite: ECON 251, ECON 252, or permission of instructor. Instructor: Staff.

ECON 342 - Public Finance ()

This course is a study of the role of government in the economy: when should government intervene, how does it intervene, and what is the effect of interventions on economic outcomes? These issues are examined using the tools of economic theory and statistics, with emphasis on applications and analysis of policies in the U.S. and other countries.

Prerequisite: ECON 251. Instructor: Crain.

ECON 345 - Political Economy ()

Political economy examines issues that lie on the boundary of political science and economics. At one level, the course uses the tools of modern economics to examine behavior in political settings: why people vote, make campaign contributions, run for political office, favor specific legislative programs, and so forth. At another level, the course seeks a rich understanding of economic policymaking by considering the role of political institutions and non-market incentives.

Prerequisite: ECON 251, ECON 253. Instructor: Crain.

ECON 346 - Economic Development ()

An introductory survey of the economic structures and behavior of developing countries and how these factors influence their approach to the challenges of reducing poverty, improving health and education, and increasing their productive capacity and national and per capita income. The course examines the applicability of conventional economic logic and analytical tools to developing economies. Competing paradigms of development and the implications of different sets of behavioral assumptions are explored.

Prerequisite: ECON 210 or ECON 251-ECON 252, or permission of instructor. Instructor: Hutchinson, Stifel.

ECON 350 - Economics of the European Union ()

This course explores the economics of the European Union (EU). The objective will be to learn how a diverse group of countries has joined a world economic power, yet struggles to agree on basic policy in some areas. The course will proceed topically through major points of cooperation and contention, moving chronologically and ending with analysis of what lies ahead. In the beginning, the course deals with the history and institutions of the European Union, integration theory, trade and competition, liberalization and customs unions, and European regional policy. Then, the course covers monetary integration in the European Union, the monetary policy of the European Central Bank, and the demands during the Financial Crisis. Further, the course covers issues in the European enlargement. international relations and the Brexit.

Prerequisite: ECON 252 and ECON 253. Instructor: Ogrokhina.

ECON 351 - International Monetary Systems ()

This course provides students with an understanding of the international monetary system. The course examines the foreign exchange market and the role that governments play in this market. A review of previous and current exchange rate systems and an analysis of international capital markets is provided.

Prerequisite: ECON 210 or ECON 251-ECON 252, or permission of instructor, and junior/senior standing. Instructor: Ogrokhina.

ECON 353 - International Trade Policy ()

This course examines the ways in which international trade in goods and services is regulated through trade policy. This course has several objectives: 1) to provide students with an understanding of how and why international trade is regulated, 2) to demonstrate to students how particular trade policies affect international trade and international economic welfare, and 3) to expose students to the economic and political forces that shape international trade policy.

Prerequisite: ECON 210 or ECON 251-ECON 252, or permission of instructor. Instructor: DeVault.

ECON 354 - Contemporary African Economics ()

Analysis of the contemporary economic environment in Africa: political sociocultural identity and economic structure, trends in public and private capital flows, African regional and international economic institutions, trade development and relations with world markets, investment concessions and risk, with case illustrations from African countries.

Prerequisite: ECON 210 or ECON 251-ECON 252, or permission of instructor. Instructor: Ahene.

ECON 358 - Corporate Governance and Ethical Responsibility in the Global Environment ()

The publicly owned corporation is the dominant legal form for business enterprises in the past 100 years. Corporate governance refers to the organizational structure that supports an enterprise's efforts to utilize firm assets to produce goods and services for profit. The main focus of this course is the intersection of corporate governance principles, financial accountability and the effective execution of ethical business decisions by both large multinational enterprises (as individual entities) and the employees that act on behalf of the firm. Thus, this course will examine the rights and responsibilities for each of the constituents who serve a key role in facilitating efficient and effective business practices, most notably the chief executive officer, the board of directors and the shareholders. Legal requirements, other regulatory financial reporting constraints, as well as the role of corporate culture throughout the globe are also considered.

Prerequisite: ECON 319. Instructor: Bukics.

ECON 360 - Industrial Organization: Marketing to the Consumer ()

We explore many questions that firms investigate about existing and potential markets, including: How to price and promote their products? What new products should be introduced? Should the firm make or buy inputs? Retail directly or through franchisees? Drawing on price theory and strategic marketing, we use graphical and mathematical modeling techniques along with case study methods to explore the techniques and economic theory of marketing decisions and customer relationships in diverse and evolving markets. [W]

Prerequisite: ECON 251 or permission of instructor. Instructor: Ruebeck.

ECON 361 - Marketing Research ()

Although the pervasive assumption in microeconomics is that firms know their markets demand functions, understanding how firms actually acquire this information requires studying the well-established techniques embodied in the field of marketing research. Consumer demand features studied include preferences among existing products, new product development, competitive analysis, and customer satisfaction. Research design, data collection methods, sampling issues, and data analysis using basic and advanced statistical techniques are covered. Students apply econometrics to the task of understanding consumers' needs.

Prerequisite: ECON 251 and ECON 253. Instructor: Ruebeck.

ECON 364 - Macro of Emerging Market Economies ()

This seminar will explore issues relating to the theory and practice of macroeconomic stabilization and adjustment in emerging market / developing countries. Specifically we will discuss a variety of policy measures that governments and policymakers in international organizations have pursued in an attempt to minimize fluctuations in international capital flows, real national output and income,to correct unsustainable balance-of-payments deficits and/or to correct high domestic inflation. An assessment of these policies within the context of emerging market economies will give students an appreciation of the inherent challenges.

Prerequisite: ECON 251 and ECON 252. Instructor: Hutchinson.

ECON 366 - Macroeconometrics ()

The twin objectives of this course are to 1) introduce students to macroeconometric theory and techniques and 2) provide students with practice applying those techniques. The topics covered in the course are: Solow Growth, Okun's Law, the Phillips curve and monetary policy. Techniques covered include time series decomposition, vector autoregressions and conintegration. The course involves frequent use of econometric software to provide students with experience in applying the techniques discussed in class.

Prerequisite: ECON 252 and ECON 253. Instructor: Staff.

ECON 367 - Internship ()

A one-semester course that emphasizes the practical application of economics or finance principles. Students secure their own internships, typically in either business organizations or governmental agencies. Under the direction and supervision of their internship sponsor, the student completes a meaningful work project. Internships do not count toward the elective courses required in the major or minor and are graded on a credit/no credit basis. Advanced approval of the departmental internships coordinator required.

Instructor: Averett.

ECON 368 - Advanced Monetary Policy ()

A small group of selected students work together with faculty mentors in competition with teams from other colleges and universities. Each team develops a presentation involving U.S. monetary policy and delivers this presentation to judges from the U.S. Federal Reserve System. Interested students are encouraged to take ECON 223, Money and Banking.

Prerequisite: ECON 252, Committee Recommendaton. Instructor: Staff.

ECON 370-380 - Special Topics ()

A seminar study of major economic issues facing the United States and world economies. Topics to be announced in advance of each semester.

Prerequisite: As stated for each special topics course. Instructor: Staff.

ECON 390-391 - Independent Study ()

An investigation and report on a subject selected by the student. Open by permission of the department. Hours to be arranged.

Instructor: Staff.

ECON 401 - Economic Analysis of the Health Care Industry ()

This course applies microeconomic theory to analyze the health care market from the perspectives of those who supply health care. We will start with a description of what a health care system is and discuss the recent health care reform in the U.S. We will then turn our focus to the production of health and then the production of health care. Our attention will then turn to those who supply care including the market for physicians and hospital services, and the pharmaceutical industry. Finally, the structure and performance of the U.S. health care system will be compared to that of other countries. Discussion of empirical studies, current policy debates, and the relevance and limits of the economic approach will be emphasized. Focus of the course is on the economics and not politics or personal opinions. Regardless of your own personal views on health care reform, the goal is for you to be able to analyze the market for health care using the tools and perspectives of an economist. [W]

Prerequisite: ECON 251, ECON 252 and ECON 253. Instructor: Averett.

ECON 402 - Economics of Education ()

This course applies economic theory to the analysis of the education sector and education policies. We will start by investigating why people make the decision to invest in education using two different models of the returns to education. We will then turn to the "production" of education, examining what the key inputs into education are and how they can be effectively used. Afterwards we focus on the education market itself, market reforms as well as government policies that can help or hinder the distribution and attainment of education. While this course will primarily focus on K-12 education, we will also discuss some early childhood learning as well as higher education policy. Throughout the course there will be a focus on empirical methods and studies. These studies will be viewed as a test of our economic models and help us analyze education policy from an economics perspective. [W]

Prerequisite: ECON 251, ECON 252 and ECON 253. Instructor: Larsen.

ECON 403 - Advanced Topics in Macroeconomics ()

This course builds upon the theory introduced in Intermediate Macroeconomics, with emphasis on empirical research. First, using mathematical models of the macroeconomy, we will develop a set of tools in order to think about macroeconomic policy issues, most of which require us to think dynamically. In other words, we want to be able to answer questions that involve choices between today and tomorrow on relevant issues when thinking about development from a macroeconomic perspective (consumption, investment, fiscal or monetary policy, etc.). Second, we will practice economic thinking and writing, by asking specific questions and using empirical and statistical methods to investigate and test the predictions of various models. We will discuss the merits and drawbacks of the various approaches that are used. [W]

Prerequisite: ECON 251, ECON 252 and ECON 253. Instructor: Ogrokhina, Smith.

ECON 404 - Big Ideas in Economics ()

This is a survey course of big ideas in economics-the kind of ideas that transformed the way we understand economics today.We begin by developing an understanding of economics as a set of often-competing models, rather than as a discipline defined by a general theory of economics (despite the titles of some of the works that we will read). We then turn to the foundational work of Adam Smith and the formalization of his work by Arrow and Debreu in the Fundamental Theorems of Welfare Economics. The remaining breakthroughs include Akerlof's work on information asymmetry; the Stopler-Samuelson theorem on the relationship between tariffs and wages; Nash's equilibrium and game theory; Keynes' thinking on fiscal stimuli; and the Mundell-Flemin Trilemma. For each of the big ideas, we will identify the critical assumptions of the models so that we can better understand how/when they are applicable. [W]

Prerequisite: ECON 251, ECON 252 and ECON 253. Instructor: Stifel.

ECON 406 - Personnel Economics ()

This course provides an economic analysis (both theoretical and empirical) of human resources management policies. In particular, we will study the problems of selection and motivation of employees within an organization. Thus, we will discuss topics such as compensation schemes, recruiting mechanisms, performance evaluation or peer effects in the workplace. [W]

Prerequisite: ECON 251, 252, and 253. Instructor: Gomez-Minambres.

ECON 407 - Macroeconomic Forecasting ()

This course builds upon econometrics and macroeconomic theory to create and evaluate forecasts of macroeconomic variables. First we will focus on time series econometric techniques to create forecasts and develop methods, statistics, and empirical tests to evaluate and compare forecasts. Next we will explore a range of topics in the literature focusing on different strategies and methods for improvement. You will create and evaluate your own forecasts emphasizing the merits and limitations of various approaches. [W]

Prerequisite: ECON 251, 252, 253. Instructor: Guisinger.

ECON 408 - Cost-Benefit Analysis ()

This course connects economic theory with policy analysis using the tool of "cost-benefit analysis." The goal of a cost-benefit analysis is to measure a project's economic efficiency by providing a formal description of the associated costs and benefits. In particular, we will explore different non-market valuation methods to evaluate the costs and benefits

associated with environmental projects. This course will provide you with the theoretical background and practical skills required to critically assess a cost-benefit analysis and to perform your own cost-benefit analysis. [W]

Prerequisite: ECON 251, ECON 252, and ECON 253. Instructor: Liu.

ECON 409 - Justice and the Economy ()

This course examines the relation between justice and the economy through an understanding of the concepts of equality, freedom, and responsibility. In addition to developing concepts, the course focuses on key areas of enduring concern about justice and the economy. [W]

Prerequisite: ECON 251 and ECON 252 and ECON 253. Instructor: Rizvi.

ECON 410 - Computational Simulation of Markets and Behavior ()

We explore models of individuals' and firms' decision-making and interaction by running, modifying, and creating agent-based modeling simulations. We study the relationships of these techniques to mathematical models, including those that employ Nash equilibrium as their solution concept. In addition to considering the results of related empirical models and their estimates of market and individual behavior, we analyze our own simulations' results with relevant statistical tools. [W]

Prerequisite: ECON 251, ECON 252, and ECON 253. Instructor: Ruebeck.

ECON 411 - The Economics of Inequality ()

This course examines economic inequality in all its different facets. The course begins by defining the concept of economic inequality and explaining how it is measured. It then considers the causes and consequences of economic inequality, both from a theoretical and empirical perspective. It concludes by asking when policy makers should address inequality and what policies are likely to be most effective. [W]

Prerequisite: ECON 251, ECON 252, and ECON 253. Instructor: DeVault.

ECON 412 - Experimental Economics ()

Experimental economics helps us test predictions derived from economic models. It also provides a method to explore human behavior in specific environments, help design economic institutions, and provide advice to policy makers. In this course, we will discuss different types of experiments (in the lab, field, or online) over a wide range of economic issues. Throughout the semester, students will also conduct their own experiments and write a formal academic paper about the results. [W]

Prerequisite: ECON 251, ECON 252, and ECON 253. Instructor: Gómez-Miñambres.

ECON 495-496 - Thesis ()

For honors candidates. One course each semester, only ECON 496 counts toward the required electives in the major; ECON 495 does not. [One W credit only upon completion of both 495 and 496]

Instructor: Staff.

EDUC - EDUCATION

EDUC 150 - Principles of Education ()

The course examines the historical, sociological, and philosophical foundations of education. Topics include learning, curriculum, current educational issues, and the relationship of education to society. Emphasis is on current literature, primary source materials, interviews, and classroom observations. The class requires a high degree of participation and preparation, and a minimum of 10 hours of observation in a public school. [SS]

Instructor: Novello.

EDUC 250 - Curriculum and Instruction ()

This course, designed for students interested in the field of teaching, focuses on curriculum design and construction, and the conceptual and practical knowledge of teaching methods. The use of technology for instruction and accommodations for students with special needs are addressed. The course includes a field experience with 24 hours of observation and opportunities for practice teaching at a local high school.

Prerequisite: EDUC 150 or permission of instructor. Instructor: Squarcia. Offered: Fall and Interim Semesters.

EDUC 350 - Curriculum and Instruction II ()

This course emphasizes the teaching of mathematics, science, English, social studies, and foreign languages. In addition to reinforcement of the research-based essential elements of instruction, it includes an extensive field experience requiring students to observe and engage in micro-teaching at a local secondary school. Designed for those seeking secondary teacher certification.

Instructor: Squarcia.

EDUC 380 - Education Internship ()

Qualified juniors and seniors may participate in internships with local secondary schools by assisting teachers in in-class activities and out of class preparation. The student will be required to submit regular written reports and will be evaluated by the supervising teacher and the program coordinator.

Prerequisite: EDUC 150, EDUC 250, EDUC 350, PSYC 110, PSYC 242, and permission of the instructor. Instructor: Staff.

EGRS - ENGINEERING STUDIES

EGRS 152 - Power! Energy Technologies in Context ()

The impacts of energy technologies on society are at once tremendously positive and enormously problematic. In this course, we investigate fossil fuel based, nuclear, and renewable options for producing energy in the transportation, electrical, and buildings energy sectors. We will examine the social, political, and environmental contexts and consequences for our energy use, including global climate change, environmental pollutants, economic development, and inequalities in access to energy and exposure to harm. [STSC]

Prerequisite: MATH 141 or MATH 161 or permission of instructor. Instructor: Nicodemus.

EGRS 220 - Race and Technology ()

This course provides an introduction to the many ways in which science, technology, and race are constructed and construct each other. How do technologies express ethno-racial and gender politics reflected elsewhere in society? How do race and ethnicity shape technologies, technical design, and technology policies? We will examine how medical technologies, infrastructure, workplaces, and digital media platforms continue to reinscribe – and occasionally reinvent – racial categories and hierarchies. We will also explore counterexamples, including feminist and anti-racist thinkers and labs repurposing oppressive tools for liberatory applications. [GM1]

Cross-Listed as: AFS 220. Instructor: Rossmann.

EGRS 241 - Engineering Culture ()

How would you characterize the culture of the engineering discipline? How true are the stereotypes people hold about engineers? Is there a singular "engineering culture" or are there many variations? What cultural elements contribute to persistent inequalities in engineering? We will grapple with these questions and more in this class as we seek to understand the various branches of engineering culture and identity, and how this discipline has changed over time. [GM1, SS]

Instructor: Appelhans.

EGRS 251 - Introduction to Engineering and Public Policy ()

This course introduces students to the governance of science and engineering. Course topics include the overall context for science and engineering policy, the public policy process and institutions involved in that process, and several current science and engineering public policy issues. The course includes a combination of role-playing exercises, debates, field trips, as well as traditional lectures. Students may not earn credit for both EGR S251 and PSTD 251.[V]

Instructor: Staff.

EGRS 252 - Engineering America ()

This course presents modern engineering as a narrative of contemporary American society; breakthrough innovations that responded to societal needs, and to which society responded in art, literature, film and other forms. Students will learn about the breakthrough technological developments that underpin modern civilization, in historical and societal context; understand each innovation in engineering terms; appreciate the reflections of these breakthroughs in literature, art, and other societal products; and gain an understanding of the complex interrelationship of science, technology, and society. [W]

Instructor: Rossmann.

EGRS 261 - Engineering Economics and Management ()

This course addresses the concepts and analytical techniques of engineering economics and management. Topics include present and annual worth analysis, rate of return analysis, benefit/cost analysis, capital budgeting, scheduling, optimization, and decision-making under uncertainty.

Prerequisite: ECON 101 [may be taken concurrently]. Instructor: Veshosky.

EGRS 270 - Designing London ()

This course considers many aspects of London and its environs as the products of human creative design. Bridges, structures, water and sanitation systems, and the Underground were all designed as London became a thriving, diverse city. We will learn about the historical development of these structures and systems-and many others-that responded to societal needs, and to which society responded in art, literature, and movies. In understanding the engineering and other design processes, we will gain an appreciation for the complex interrelationship of science, technology, and society. From Stonehenge and Bath to Ironbridge and the Industrial Revolution to the current innovative design culture of London, the city will be our laboratory. [GM2, W]

Instructor: Rossmann.

EGRS 271 - Introduction to Architectural Engineering ()

This course provides an introduction to aspects of engineering and construction that are relevant to the practice of architecture. It addresses the primary systems that must be engineered, fabricated, and installed in a construction project.

Instructor: Staff.

EGRS 273 - Architecture Theory and Practice ()

Architects may consider a number of issues in their designs: environmental responsibility, physical and historical relationships with the adjacent community, the symbolic and psychological impact buildings have on their occupants, etc. This course examines these issues as well as the way architects employ aesthetic devices like proportion or scale or perspective to address them. Also explored is the impact of practical concerns such as building codes, engineering requirements and construction details. Architecture minors or anyone with an interest in design may find the course of particular interest.

Instructor: Staff.

EGRS 274 - Planning the Built Environment ()

This course will provide an introduction to the history and theory of planning including the current regional and urban planning policy issues and debates. It will explore planning as a political activity immersed in policy, impacted by regulations, tied to economics, connected to issues of ideology, social and environmental justice, and inseparable from the law. It will cover topics such as land use, zoning, transportation, community development, and economic development within legal, environmental and political contexts. It will also cover Smart Growth, New Urbanism, Historic Preservation, Place-making and sustainability in planning. [W]

Instructor: Michele Dempsey, or EGRS staff.

EGRS 281 - Historical Studies in Engineering and Society ()

This is a historical study of engineering and society. It examines the ways cultural influences have shaped the extent and direction of technological development in the past while showing how students, as aspiring engineers, can gain access to those factors for the future. The class focuses on global and multi-cultural settings. To achieve its goals, it brings together non-technical elements of engineering design with technical details about operational aspects of technological systems. [GM2]

Instructor: Cohen.

EGRS 352 - Energy Technology and the Modern World ()

This course examines the role of energy and energy technologies in the United States and the world. Energy from fossil fuels, nuclear power, and renewable resources is covered. Topics include world resources and recovery of fossil fuels, energy conversion technologies and impacts, nuclear energy and waste disposal, role of energy in global climate change, and emerging renewable energy technologies. Economic and policy issues are integrated with a technical introduction to the energy field.

Prerequisite: At least one college-level mathematics and one college-level science course. Instructor: Staff.

EGRS 365 - Building The High Tech Start-Up ()

Many of the great technology products and services that we take for granted today were brought to the market by entrepreneurs instead of large companies. These products and services may have been invented and perfected by engineers, but without knowledge of markets, sales, finance, strategic planning, and presentation skills, even the most remarkable technologies will remain ideas rather than products. This course will provide the engineering student with a broad survey of entrepreneurship principles required to create and evaluate new technology potential and help students move these new ideas towards commercialization.

Instructor: Clavijo.

EGRS 370-371 - Special Topics ()

This course sequence addresses subjects of current interest to faculty and students. The special topic for a given semester is announced prior to registration.

Prerequisite: Junior standing.. Instructor: Staff.

EGRS 373 - Technology and Nature ()

This course examines the sometimes-contentious relationship between the natural world and human attempts to understand it (science) and manage it (technology). It addresses historical, ethical, artistic, and scientific distinctions between the natural and the human-built world, with examples from food and agriculture, modes of transportation, river control, factories, and more. The purpose of the course is to help students develop a nuanced understanding of the interactions amongst and between technology and nature. [W]

Prerequisite: A prior writing [W] course. Cross-Listed as: EVST 373. Instructor: Cohen.

EGRS 382 - Engineering and Policy Internship ()

A course that emphasizes the practical application of engineering and public policy or engineering management principles. A limited number of students are placed in governmental agencies or business organizations. Under the supervision of a faculty member, each student completes a practical work project.

Prerequisite: EGRS 251 and EGRS 261 or permission of instructor, not open to second semester seniors. Instructor: Staff.

EGRS 390-391 - Independent Study ()

Individual investigation of a particular topic in engineering and policy under the supervision of a faculty adviser.

Prerequisite: Junior or senior standing and permission of A.B. Engineering Program chair. Instructor: Staff.

EGRS 450 - Engineering Management ()

This course addresses management concepts and techniques as applied to engineering organizations and operations. Topics include organizational design, human resource management, technology management, financial management, strategic management, project management, and operations management.

Prerequisite: EGRS 261. Instructor: Veshosky.

EGRS 451 - Seminar on Engineering and Society ()

This seminar focuses on how engineering impacts society as well as how society impacts the practice of engineering. Students apply the knowledge they have gained from both engineering and non-engineering courses to evaluate these impacts. Students play an active role in leading sessions, presenting results, organizing class participation, and discussing project results. This is the capstone seminar for the Bachelor of Arts in Engineering. [W]

Prerequisite: EGRS 251 and EGRS 261; senior standing AB Engineering major. Instructor: Staff.

EGRS 480 - Sustainable Solutions ()

Sustainable solutions developed for a complex, real-world project by small groups of multidisciplinary students directed by a faculty adviser, or team of faculty advisers. All projects include significant technical and non technical challenges, and do not have a well-defined solution procedure.

Prerequisite: Permission of instructor. Instructor: Staff.

EGRS 482 - Engineering Studies Internship ()

A course that emphasizes the practical application of engineering and public policy or engineering management principles. A limited number of students are placed in governmental agencies or business organizations. Under supervision of a faculty member, each student completes a practical work project.

Prerequisite: EGRS 450. Instructor: Staff.

EGRS 495-496 - Thesis ()

This program is designed in accordance with the honors program of the College. Enrollment is limited to A.B. Engineering seniors. [One W credit only upon completion of both 495 and 496]

Instructor: Staff.

ENG - ENGLISH

ENG 100 - Introduction to Academic Writing ()

Focuses on rhetorical awareness. In this course, students will explore the reading and writing practices of the academic community. Through primary and secondary research, and through guided writing practice, students will critically examine what these practices mean and consider how students' owen reading and writing practices fit into those of "the Academy." While additional texts may be assigned,

writing produced by students in the class will serve as the principal texts of the course. Additional texts may include Graff & Birkenstein's They Say/I Say, Harris' Rewriting: How to do things with Texts, and Richard Lanham's Revising Prose. [W]

Prerequisite: FYS. Corequisite: First Year or Sophomore standing. Instructor: Staff.

ENG 115 - Science Fiction ()

Science Fiction examines short stories, novels, and films by some of the leading practitioners of the genre. The course considers the genre from literary, cultural, historical, and scientific perspectives. [H]

Instructor: Staff.

ENG 116 - Film and Literature ()

Through a comparative study of films based on highly regarded plays and novels, as well as a number of autonomous films, the course seeks to define both the affinities and the distinctive capacities of the two art forms.

Instructor: Staff.

ENG 117 - Psychoanalysis and Literature ()

Key concepts in psychoanalysis -- such as the Oedipus Complex -- were inspired by literary narratives, and psychoanalysis is itself a compelling story about what makes all of us tick. Special emphasis will be placed on the political stakes of psychologically based modes of interpretation, as we trace how Freud's revolutionary model of the mind as a site of conflict evolves into a series of urgent questions about gender, sexuality, colonialism, and political power writ large. [H, GM1]

Instructor: Wadiak.

ENG 118 - Literature for Children ()

This course looks at how children's texts socialize their readers by confirming or, in some cases, resisting and undermining cultural norms and values. Course texts include a range of classic and popular printed books for children as well as selected films and TV shows. As part of the course, students write and illustrate their own children's books. [H, V]

Prerequisite: Any 100-level literature course. Instructor: Staff.

ENG 119 - Literary Women ()

This course examines writings and films by women. Topics vary and have included courses on women poets, women science fiction writers, coming-of-age narratives, novels by contemporary Middle Eastern and Asian women, and texts that explore the connections between race, class, and gender. [GM1, H]

Instructor: Staff.

ENG 128 - American-Jewish Literature ()

A course exploring American-Jewish literature's roots in Eastern European and Sephardic traditions, its place in the American literary canon, and its relation to international Jewish writings.

Instructor: Staff.

ENG 135 - Literature and Human Experience ()

An examination of a significant social or cultural problem as reflected in literary texts. Topics vary from semester to semester and will be announced during the registration period. May be taken more than once with different content. [H, V]

Instructor: Staff.

ENG 136 - Irish Writers and the Struggle for Political Independence ()

This course focuses on Irish writers of the period 1880-1930, a time when Ireland fought for political independence from England and underwent a civil war that led to the partitioning of the island into the modern-day republics of Ireland and Northern Ireland. We'll examine how writings by Joyce, Yeats, Gregory, Synge, O'Casey and others both reflect and respond to the political, religious, and socio-economic turmoil of a country resisting English cultural and political imperialism. [GM2, H]

Prerequisite: FYS or permission of instructor. Instructor: Byrd.

ENG 146 - Black Writers ()

An introduction to black American writers, the course exposes students to a variety of genres, to diverse reading strategies, to the social and historical roots of African-American experience, and to the interplay between classic texts and popular media. [GM1, V]

Instructor: Staff. Offered: Spring.

ENG 150 - Introduction to the Digital Humanities ()

This course examines the intersection of computers and the humanities (usually the areas of study that address art, literature, and human expression). The course provides an overview of key terms and debates in the digital humanities and asks students to explore a number of its methods such as text mining, digital mapping, and information visualization. These activities will prompt students to think about our relationship with humanities artifacts and the ways we might understand them. [H, W]

Instructor: Laquintano.

ENG 151 - Introduction to Creative Writing ()

An introduction to the fundamentals of creative writing, focusing on strategies for generating, developing, revising, and editing across genres such as poetry, fiction, and creative nonfiction. Through intensive reading, writing, and discussion, students will explore ways to enhance their own creative processes as they identify and attempt to duplicate techniques employed by imaginative writers. [W]

Corequisite: First Year or Sophomore Standing. Instructor: Staff.

ENG 174 - Chicanx Literature ()

A sense of place will guide this exploration of Chicanx literature. We will examine how Mexican American authors represent distinct regional and national identities. Settings we will consider include East Los Angeles, the Rio Grande Valley in Texas, Latino neighborhoods in Chicago and New York, and the increasingly militarized border between the US and Mexico. Analyzing Chicanx fiction and non-fiction

written since the 19th century, we will discuss how Mexican American writers have both challenged and enriched popular genres and themes in American Literature. We will also study how Chicana feminist writers created new intersectional frameworks for writing and reading literature in the 1970s and 1980s that would ultimately transform dominant academic and literary traditions. [GM1, H]

Instructor: Staff. Offered: Fall.

ENG 175 - Native American Literature ()

The focus of this course is Native American literature and culture. By reading texts from multiple eras, students will learn about historical events from the perspectives of Native American writers. Topics include European colonization, the westward expansion of the United States, and American Indian boarding schools. Students will also explore the diversity of literature by Indigenous peoples in North America by analyzing multiple genres of cultural expression, including oral storytelling traditions, novels, and films. [GM1]

Instructor: Uzendoski.

ENG 202 - Writing Seminar ()

Writing seminars are courses that make writing and language their explicit subject. Examples include seminars in writing genres (memoir and travel writing), in rhetoric and argument, or in the way language and discourse constitute particular cultural constructions ("the animal" or "race"). While each seminar has a specific focus (to be announced in its subtitle), all seminars emphasize the process of academic reading and writing and use student writing as a primary text. [W]

Prerequisite: FYS. Instructor: Staff.

ENG 205 - Introduction to English Studies I ()

English 205 is an inquiry-based course that introduces students to methodologies, concepts and questions central to the discipline of English Studies, especially the subfields of literary criticism and theory, rhetoric and composition studies, and creative writing. Students will be asked to identify their own assumptions about reading and writing and will have many (and varied) opportunities to generate compelling readings of a diverse array of texts. Particular attention will be paid to the ways race, class, gender and sexuality can influence the interrelated processes of reading and writing.

Prerequisite: Any introductory English Department course (101-199) or AP credit or permission of instructor. Instructor: Staff.

ENG 206 - Literary History ()

How is literary history constructed? What is the canon of great works and how is it formed? This course inquires into the specific cultural practices that construct literature and engages students in an exploration of canon formation, marginalization, intertextuality, and influence. Readings are chosen from British, American, and Anglophone literatures and from various genres; texts from at least three literary periods are studied in depth. [H]

Prerequisite: Any introductory English Department course (101-199) or AP credit or permission of instructor. Instructor: Staff.

ENG 210 - English Literature I ()

A survey of literature from Beowulf to Milton; major writers, movements, and forms are viewed in their historical contexts. Normally closed to seniors. [H]

Prerequisite: Any introductory English Department course (101-199) or AP credit or permission of instructor. Instructor: Staff.

ENG 211 - English Literature II ()

A survey of literature, chiefly poetry, from the Restoration through the nineteenth century; major writers, movements, and forms are viewed in their historical contexts. Normally closed to seniors. [H]

Prerequisite: Any introductory English Department course (101-199) or AP credit or permission of instructor. Instructor: Staff.

ENG 212 - American Literature I: Origins to Civil War ()

A study of American prose and poetry from the colonial period to 1870. Normally closed to seniors. [H]

Prerequisite: Any introductory English Department course (101-199) or AP credit or permission of instructor. Instructor: Staff.

ENG 213 - American Literature II: The Gilded Age to the Present ()

This course introduces students to poetry and prose by representative writers of the late 19th and early 20th century. Normally closed to seniors.

Prerequisite: Any introductory English Department course (101-199) or AP credit or permission of instructor. Instructor: Staff.

ENG 220 - The English Language ()

An introduction to linguistics, with a focus on English and its development from the beginning to the present. [H,W]

Prerequisite: ENG 205 or permission of the instructor. Instructor: Staff. Offered: Fall.

ENG 225 - Contemporary Literature ()

An encounter with fiction of the last decade and with social, philosophical, and literary questions raised both by the texts themselves and by the activity of reading. [H]

Prerequisite: Any 100-level literature course. Instructor: Staff.

ENG 231 - Journalistic Writing ()

An introduction to the practice of writing news and feature stories for magazines and the daily press. Attention is paid to writing, revising, evaluating, and publishing work. The course also examines audience, style, and the role of the journalist in society. [W]

Prerequisite: FYS. Instructor: Staff.

ENG 232 - The Short Story ()

This course explores the short story across a broad variety of writers, cultures, and modes from the nineteenth century to the present, examining genres such as detective and science fiction as well as artistic movements from realism to postmodernism. [H]

Prerequisite: Any introductory English Department course (101-199) or AP credit or permission of instructor. Instructor: Staff.

ENG 240 - Introduction to Writing & Rhetoric ()

What is a writer? What exactly do they do? And what counts as writing anyway? This course is an introduction to the histories, theories, and methods of writing studies and public rhetoric. We will read from a range of texts, interrogating issues pertaining to authorship, genre, non-standard literacies, digital composition, and language ideology. We will ask what is at stake when writing is considered both a communicative practice and a distinct object of study. [W]

Prerequisite: FYS. Instructor: Staff.

ENG 245 - International Literature ()

This course looks beyond the traditional British and American texts that have populated English studies to challenge the once elite dominance of English as the authorized language of "first-world" mastery. The concept of "literatures in English" speaks, therefore, to an evolving international dialogue that is sensitive to the formation of personal and political identities in a new global economy. Texts represent diverse national regions such as the Caribbean, Africa, India, Canada and Australia. [H, GM1, GM2]

Prerequisite: Any 100-level literature course. Instructor: Staff.

ENG 247 - Nature Writing ()

Nature writing as a genre has long been concerned with questions of how to understand humans within and as nature. In this course, we will study a range of writings, from Thoreau to today, as models for our own writing, emphasizing close observation and revision as vital ways to consider small intricacies of natural life as well as complexes of gender, race, and the engineering of space -- all of which make up our own ecosystems. [H, GM1, W]

Prerequisite: FYS. Instructor: Phillips.

ENG 250 - Writing Genres ()

Writing Genres introduces students to the expectations and purposes of a particular written genre and offers them intensive practice composing texts that function within the conventions and boundaries of this genre. Students will compose multiple texts in drafts, participate in workshops and discussions, and produce critical analyses and reviews. Sample genres include the essay, autobiography, hypertext and electronic media, travel writing, and science writing. The English Department will distribute a description of the specific genre(s) under consideration before the registration period each semester. [W]

Prerequisite: FYS. Instructor: Staff.

ENG 251 - Screenwriting ()

This course introduces students to the basic elements of screenwriting: developing characters, writing dialogue, plotting scenes, and structuring narrative. Writing assignments build from initial treatments to individual scenes and story outlines with emphasis on drafting and revision. By viewing films, reading screenplays, and critiquing the work of peers, students learn about the role of the screenwriter in the collaborative process of film making, and work towards a final portfolio that will include a polished script of their own. [H, W]

Prerequisite: ENG 151 or ENG 247 or EVST 247 or ENG 254 or ENG 255 or ENG 256 or ENG 257; or permission of instructor. Cross-Listed as: FAMS 251. Instructor: Staff.

ENG 252 - Writing for Television ()

In this course, students will learn how to write for both comedic and dramatic series. An intensive workshop process will guide students through the process of developing a TV pilot, including concept, act structure, character development, scene breakdowns, and dialogue. By the end of the semester, students will know how to properly format and pitch a series idea. [W]

Prerequisite: FYS. Cross-Listed as: FAMS 252. Instructor: Staff.

ENG 254 - Humor Writing ()

Students explore the craft of humor writing and develop techniques for generating comic material in multiple writing genres, such as essays, mock memoirs, and scripts. Students engage in frequent oral presentations and revision workshops. A final portfolio of humor writing is required. [W]

Prerequisite: FYS. Instructor: Staff.

ENG 255 - Creative Nonfiction ()

Intensive workshops in the writing of the essay and other forms of creative nonfiction. Writing exercises and allied readings. [H,W]

Prerequisite: ENG 151 or permission of instructor. Instructor: Staff.

ENG 256 - Fiction Writing Workshop ()

An intensive workshop course in fiction writing at the intermediate level. Students will compose short stories, study the art and craft of accomplished fiction writers, and participate in revision and editing workshops. Increasingly complex short story structures will be analyzed and practiced as the semester develops. A final portfolio of fiction will be required. [W]

Prerequisite: ENG 151 or ENG 247 or EVST 247 or ENG 254 or ENG 255 or ENG 257; or permission of instructor. Instructor: Staff. Offered: Spring.

ENG 257 - Poetry Writing Workshop ()

An intensive workshop course in poetry writing at the intermediate level. Students will compose poems, study the art and craft of major poets, and participate in revision and editing workshops. Students will strengthen close reading and workshop skills, produce a polished portfolio of poems, experiment with different writing prompts, and analyze contemporary poetry. [W]

Prerequisite: ENG 151 or ENG 255 or ENG 256 or permission of instructor. Instructor: Fernandes.

ENG 265 - Dostoevsky in a Global Context ()

An examination of Fyodor Dostoevsky's major novels and journalism in the context of his transnational legacy. We examine problems of reading Dostoevsky in the 21st century stemming from his Christianity, politics, and contribution to

the global art of the novel. Of special consideration will be the texts and reception of two influential novels, *Notes from the Dead House* and *The Brothers Karamazov.* Key theoretical approaches to his work will be discussed. All readings in English. [H, V, GM2, W]

Cross-Listed as: CL 265, REES 265. Instructor: Ceballos.

ENG 271 - Dancing Cultures ()

What is dance? What constitutes performance? In this course we explore how the body, identity and culture are represented through aesthetic traditions, cultural contexts and texts from many genres in order to create social and cultural meanings. We examine how performance and dance are connected to questions of gender, ecology, race and national identity. Students will consider embodied knowledge practices as they are represented textually in memoirs, essays, films, graphic novels, poems, and novels. The course is for all students interested in movement studies and in the cultural and textual exploration of dance practices. [GM2, H, V]

Instructor: Rohman.

ENG 272 - Internship ()

Practical experience in fields such as journalism, broadcasting, publishing, public relations, and advertising, in which writing is a central activity. Written reports are required of the student, as is an evaluation of the student by the supervising agency. Advance approval of the departmental internships coordinator required.

Instructor: Staff.

ENG 274 - Taboos: Literary Sexualities ()

Few contemporary issues generate as much controversy as same-gender attraction and relationships; fewer still are so deeply rooted in oppression, violence and discrimination. Literature, a vital tool of social investigation, plays a key role in exploding sexual taboos and the related politics of silence. The course will employ several angles of inquiry, including banned books, popular culture, activism, gender, religion, and global cultures. Students will examine key historical moments in the modern history of gay and lesbian liberation; read across a variety of genres (short story, documentary, novel, drama, film); and engage the relevant critical terminology and theory. [GM1, H]

Prerequisite: Any introductory English Department course (101-199) or AP credit or permission of instructor. Instructor: Staff.

ENG 276 - The Literature of the Sea ()

This course focuses on literary works (fiction, poetry, journalism, etc.) that take the marine environment as a focus, written on a range of land masses from 1800 to the present. Examples include Moby-Dick and Rachel Carson's Under the Sea-Wind. Major themes include cultural contact, science, and literature, the environment as concept, and the social worlds of seagoing. [H, GM1, W]

Prerequisite: Any introductory English Department course (101-199) or AP credit or permission of instructor. Instructor: Phillips.

ENG 300 - Chaucer ()

A study of The Canterbury Tales and Troilus and Criseyde and an introduction to the language and culture of medieval England. [H,W]

Prerequisite: ENG 205 or permission of the instructor. Instructor: Staff.

ENG 301 - Shakespeare ()

This course will provide an introduction to Shakespeare's plays and non-dramatic works in the context of early modern history and culture. Of pivotal concern are the emergent questions of identity and difference, including race, gender, and sexuality, whose historical trajectories continue to inform some of the most urgent social and political questions of today. [GM1, W]

Prerequisite: ENG 205 and a literary history course (ENG 206, ENG 210, ENG 211, ENG 212, or ENG 213), or permission of the instructor. Instructor: Staff.

ENG 326 - Gender, Class and Race in English Romantic Poetry ()

A study of British writers, especially poets, of the period 1780-1830. The course examines how writings of the era reflect and helped to shape discourse on poverty, slavery, women's rights, urbanization, and the cultural role of art and artists. [H, GM1, W]

Prerequisite: ENG 205 or permission of the instructor. Instructor: Staff.

ENG 327 - The Victorians ()

A study of British writers, especially poets, of the period 1830-1900. The course examines how writers of the era responded to the industrial revolution, British imperialism, theories of human evolution, debates about gender and sexuality, and aesthetic movements like those of the Pre-Raphaelites, the Symbolists, and the Decadents. [H, W]

Prerequisite: ENG 205 and a literary history course (ENG 206, ENG 210, ENG 211, ENG 212, or ENG 213), or permission of the instructor. Instructor: Staff.

ENG 328 - The American Renaissance ()

An intensive study of American literature, 1840-1860. The course examines a range of forms of American writing dealing with issues such as nationalism, romanticism, slavery, expansion, gender relations, and the place of literature in the young nation. [H, W]

Prerequisite: ENG 205 and a literary history course (ENG 206, ENG 210, ENG 211, ENG 212, or ENG 213), or permission of the instructor. Instructor: Staff.

ENG 329 - American Decades ()

An intensive investigation of a single decade in American life, exploring the relationships between and within the several areas of the American experience as expressed in its literature and history. [GM1, H, W]

Prerequisite: ENG 205 or permission of the instructor. Instructor: Staff.

ENG 331 - American Fiction from 1945 to the Present ()

This course examines American fiction from the end of World War II to the present. Possible authors include Nabokov, Pynchon, Morrison, DeLillo, Jin. [H, W]

Prerequisite: ENG 205 or permission of the instructor. Instructor: Staff.

ENG 332 - 18th-Century Oceans ()

This course explores transatlantic writings of the long eighteenth century that share an interest in the ocean itself as a setting, territory, concept, and cultural commons. Representative themes include slavery and circumatlantic trade, the rise of fiction and of modern science, revivals of religion and reason, emerging articulations of race and gender, and imaginaries of nation, region, and empire. [H, GM1, W]

Prerequisite: ENG 205 or permission of the instructor. Instructor: Staff.

ENG 334 - Studies in Medieval Literature ()

A study of selected works written between 700 and 1500, with an emphasis on those written in England (exclusive of Chaucer). Specific texts depend on the thematic focus, which varies from year to year. [H, W]

Prerequisite: ENG 205 permission of the instructor. Instructor: Staff.

ENG 335 - Studies in Renaissance Literature ()

The Renaissance is commonly regarded as the height of Western aesthetic achievement. This course looks at and problematizes the rebirth" of knowledge by examining early modern English literature and culture with attention to the effects of humanism, discovery, class, race, the Reformation, a female monarch, and civil war. Topics vary and are announced during registration. [GM1, H, W]

Prerequisite: ENG 205 or permission of the instructor. Instructor: Staff.

ENG 337 - Milton ()

This course covers Paradise Lost and selections from Milton's prose and other poetry, focusing on literary themes, style, and genre, and the place of his writings in the history of religious and political thought. Considerable attention is given to Milton's radicalism, including both his theological "heresies" and left-leaning political sympathies. The course considers Milton's unique conception of the creation narrative and the "characters" of Adam, Eve, Christ, God, and his arguably most magnificent creation, Satan. [H, V, W]

Prerequisite: ENG 205 or permission of the instructor. Instructor: Staff.

ENG 338 - Metaphysical Poetry ()

Metaphysical poems are witty, cerebral poems that use elaborate metaphors or "conceits" to comment on a range of elusive "big topics" including the nature of love, death, evil, and God. Form, style, and imagery are considered as well as the historical contexts in which this poetry emerged in England. Students are introduced to a range of seventeenth-century poets including John Donne, George Herbert, and Richard Crashaw, as well as the work of later poets influenced by seventeenth-century poetry. [H, W]

Prerequisite: ENG 205 or permission of the instructor. Instructor: Staff.

ENG 341 - The Nineteenth-Century British Novel ()

A study of the main tendencies of major examples in English fiction from Shelley to Hardy. [W]

Prerequisite: ENG 205 or permission of the instructor. Instructor: Staff.

ENG 342 - Modern British Literature ()

This course investigates various literary and cultural crises during the British modernist period. Among our considerations will be how science and technology, evolutionary theory, the New Woman, and colonialism challenge traditional notions of what it means to be human at the turn of the twentieth century. We will investigate these changes in texts by writers such as Joseph Conrad, E. M. Forster, James Joyce, D. H. Lawrence, and Virginia Woolf. [W]

Prerequisite: ENG 205 or permission of the instructor. Instructor: Staff.

ENG 343 - American Fiction to the Gilded Age ()

This course examines American prose-novels, short stories and essays-from the moment of contact to the decades after the Civil War. Possible authors include Rowson, Melville, Hawthorne, and Twain. [W]

Prerequisite: ENG 205 or permission of the instructor. Instructor: Staff.

ENG 347 - Modern and Contemporary Poetry ()

A study of the aesthetics and ideologies of some of the most significant modern and contemporary poets writing in English, with special focus on theories and practices related to experimental poetries. [H, W]

Prerequisite: ENG 205 or permission of the instructor. Instructor: Staff.

ENG 350 - Studies in Writing and Rhetoric ()

Exploration of topics in writing, literacy, language use, and argument from a range of theoretical and practical perspectives. The course examines how humans use written language to communicate ideas, to argue points, to create identities, to educate each other, and to maintain social structures. Students learn to think about such uses in sophisticated ways and gain a better understanding of their own experiences with written language. [W]

Prerequisite: Any 200-level English course or permission of instructor. Instructor: Staff.

ENG 351 - Environmental Writing ()

This course is designed to engage students in advanced writing about nature and the environment. A central focus of the course will be an examination of the language and rhetoric used to describe these crucial issues in various popular, government, and scholarly contexts. [H, W]

Prerequisite: ENG 205, ENG 250, ENG 251, or ENG 255 and permission of the instructor. Instructor: Staff.

ENG 352 - Special Topics in Black Literature ()

A study of a special area of literature by black writers. Among the topics considered are autobiography, theater, contemporary writing, modern African novels, and such major writers as Baldwin and Wright. The choice of topics varies from year to year. [GM1, W]

Prerequisite: ENG 205 or permission of the instructor. Instructor: Staff.

ENG 353 - Advanced Journalistic Writing ()

Advanced Journalistic Writing takes the basic principles of news writing and reporting acquired in Journalistic Writing to the next level by allowing students to explore an array of social issues confronting American society. There will be a progressing emphasis on research, interviewing, writing, and editing as well as the strategic use of data as a reporting tool. Students will also read and analyze works of literary journalism, including books, magazines, and long-form newspaper articles. [W]

Prerequisite: ENG 231 or permission of the instructor. Instructor: Parrish.

ENG 354 - Contemporary Rhetorical Theory ()

Rhetoric has gotten a bad rap. It's often used to describe vacuous, insincere, and dangerous speech. But is this accurate? This course will introduce you to the interdisciplinary commitments of rhetorical theory, pushing beyond techniques of persuasion to ask what it means to assume a rhetorical stance toward public life. Readings and discussion will interrogate issues of power, agency, citizenship, embodiment, personhood, and materiality to think about rhetoric as an orientation to (inter)acting in the world.

Prerequisite: ENG 205 or ENG 240 or permission of instructor. Instructor: Staff.

ENG 355 - Race Theory ()

This course provides an introduction to theories and representations of race and racism as applied to the analysis of literature and culture. The aim of the course is to trace the protean uses of race in history and to place contemporary debates on race into historical context. Readings focus on a broad range of literary and cultural texts in order to trace the emergence and/or transformation of race in intellectual and social contestation. [GM1, W]

Prerequisite: ENG 205, and a literary history course (ENG 206, ENG 210, ENG 211, ENG 212, or ENG 213), or permission of the instructor. Instructor: Staff.

ENG 361 - Advanced Creative Writing: Poetry ()

The course expands upon the writing skills in poetry that students developed in introductory courses in imaginative writing. Students engage in regular intensive workshops in which their poetry is critiqued. The course requires completion of advanced exercises in structure and style and the composition of a final portfolio of poetry. [W]

Prerequisite: ENG 250, or ENG 251, or ENG 255 permission of instructor. Instructor: Staff.

ENG 362 - Advanced Creative Writing: Short Fiction ()

This course expands upon the writing skills in short fiction that students developed in introductory courses in imaginative writing. Students engage in regular intensive workshops in which their fiction is critiqued. The course requires completion of advanced exercises in structure and style and the composition of a final portfolio of short fiction. [W]

Prerequisite: ENG 250, ENG 251, or ENG 255 permission of instructor. Instructor: Staff.

ENG 365 - Seminar in Literary Criticism ()

An advanced introduction to the history of literary criticism and its dominant theoretical practices. Students read representative texts from various schools of criticism-formalism, structuralism, deconstruction, Marxism, psychoanalysis, gender studies, cultural studies-and apply them to several literary works. Recommended for students seeking honors in English or considering graduate study in literature. [W]

Prerequisite: ENG 205, and a literary history course (ENG 206, ENG 210, ENG 211, ENG 212, or ENG 213), or permission of the instructor. Instructor: Staff.

ENG 369 - Writers in Focus ()

The study of one, two, or three writers in depth. Topics vary from semester to semester and will be announced during registration period. May be taken more than once with different content. [H, W]

Prerequisite: ENG 205, and a literary history course (ENG 206, ENG 210, ENG 211, ENG 212, or ENG 213), or permission of the instructor. Instructor: Staff.

ENG 370-379 - Special Topics ()

A seminar on a topic selected by an instructor. [W]

Prerequisite: ENG 205 and a literary history course (ENG 206, ENG 210, ENG 211, ENG 212, or ENG 213), or permission of the instructor. Instructor: Staff.

ENG 375 - Making English ()

A huge range of things can happen to a text between a moment of authorial inspiration and a reader's encounter with printed (or digital) text. This course explores such textual mysteries by making a digital edition of a work from Lafayette's Special Collections and, in the process, engaging students in thinking about questions of history and theory that have defined English Studies. From their work on the digital edition, students will also develop individual projects related to their own interests within the major. [W]

Prerequisite: ENG 205, ENG 206, and one 300-level ENG course. Instructor: Falbo, Phillips.

ENG 387 - Nineteenth-Century American Poetry ()

Intensive study of poems, poets, and poetic forms in the United States from the War of 1812 to the turn of the twentieth century. Particular focus on Whitman, Dickinson, Longfellow, and Melville. [H, W]

Prerequisite: ENG 205 and a literary history course (ENG 206, ENG 210, ENG 211, ENG 212, or ENG 213), or permission of the instructor. Instructor: Staff.

ENG 390-391 - Independent Study ()

A program of tutorial study, initiated by the student and pursued independently under the guidance of an instructor from whom the student has gained approval and acceptance. [W]

Prerequisite: ENG 205 and a literary history course (ENG 206, ENG 210, ENG 211, ENG 212, or ENG 213), or permission of the instructor. Instructor: Staff.

ENG 495-496 - Thesis ()

Tutorial sessions related to the student's investigation of the area chosen for his or her honors essay. Open only to candidates for honors in English. [One W credit only upon completion of both 495 and 496]

Prerequisite: ENG 205 and a literary history course (ENG 206, ENG 207, ENG 210, ENG 211, ENG 212, or ENG 213). Permission of the Associate Department Head required. Instructor: Staff.

ES - ENGINEERING SCIENCE

ES 101 - Introduction to Engineering Design ()

This course teaches the fundamentals of engineering design methodology. Students will use engineering design processes to aid them in: recognizing the need for an engineering solution, defining constraints, specifying requirements, and modeling an engineering solution, among other aspects of engineering design. Instructors integrate societal contexts of engineering practice into the projects and examine the implications of engineering solutions. A student cannot earn credit for both ES 101 and ES 105.

Instructor: Staff.

ES 102 - Introduction to Spatial Visualization ()

Visualization skills are cognitive and are linked to success rate in science, technology, engineering, and mathematics (STEM) fields. This course provides students with various methods to improve these vital skills in preparation for advanced coursework. Methods covered include surfaces and solids of revolution, combining of solid objects, orthographic projections of inclined and curved surfaces, rotation of objects about multiple axes, and object reflections. (Credit/No Credit Grading, 0.25 credit course)

Instructor: Rosenbauer.

ES 103 - Systems I ()

The systems approach is introduced and applied across various contexts. Systems concepts, including sinks, sources, stocks, and feedback, are used in understanding and modeling a wide range of applications including systems dealing with fluid, heat, electrical, environmental, ecological, and economic phenomena, among others. Using conservation laws and analogies between various types of systems, system behaviors are modeled to approximate relationships between system inputs and outputs. The MATLAB numerical computing environment will be employed for modeling systems and learning structured programming.

Prerequisite: ES 101 or MATH 161. Instructor: Staff.

ES 104 - Systems Thinking for non-Engineers ()

The systems approach is introduced and applied across various contexts. Systems concepts, including sinks, sources, stocks, and feedback loops are used in understanding and modeling a wide range of applications including earth and environmental systems, ecological systems, social and economic systems, and engineering systems. Identification of commonalities in system behaviors across various applications is emphasized. Students apply the approach to a case study of their choosing.

Prerequisite: Any course meeting the Q attribute of the CCS. Instructor: Staff.

ES 105 - Introduction to Engineering Design for Non-Engineers ()

This course teaches the fundamentals of engineering design methodology. Students will use engineering design processes to aid them in: recognizing the need for an engineering solution, defining constraints, specifying requirements, and modeling an engineering solution, among other aspects of engineering design. Instructors integrate societal contexts of engineering practice into the projects and examine the implications of engineering solutions. Students cannot earn credit for both ES 101 and ES 105.

Instructor: Staff.

ES 201 - Systems II ()

First and second order systems, e.g. RC/RLC circuits, population dynamics, will be observed and modeled in a lecture and lab based course to further understanding of systems thinking as a generalizable methodology applicable in a wide range of engineering and other contexts. Laboratory exercises will further student understanding in the applicability and limitations of modeling system behavior. Data acquisition methods and MATLAB will be used to measure, analyze, and simulate system behavior. Statistical methods are introduced.

Prerequisite: ES 103, MATH 162. Instructor: Staff.

ES 212 - Energy Systems ()

What technologies are applied in energy conversion processes, and what future developments will be critical to the global energy equation? While analyzing energy system technologies, consideration is given to ethical, economic, and environmental impact of their deployment. Electric power generation, residential energy consumption, transportation systems, and industrial/commercial energy demands are quantified and balanced against worldwide energy reserves. The course addresses technical aspects of energy systems, and explores the broad issues related to energy policies and societal influences. [V, W]

Prerequisite: MATH 161, PHYS 131. Instructor: Hornfeck.

ES 226 - Statics ()

Introduction to the analytical methods of engineering and engineering computation through the analysis of equilibrium force systems. The fundamental principles of mechanics are explored through extensive problem-solving exercises. Topics include vector algebra, resultants of force systems; free body analysis, friction; first and second moments of area, shear and bending diagrams; direct stress calculations for axially loaded bars and beams in bending.

Prerequisite: MATH 161, MATH 165. Instructor: Staff. Offered: Fall semester.

ES 230 - Strength of Materials ()

Stress and strain relationships in tension, compression, shear, and combined loading. Material properties. Theory and design of pressure vessels, beams and columns. Analysis of torsion, bending and transverse loading. Deflections. Introduction to and use of Finite Element Modeling.

Prerequisite: ES 226 and MATH 161. Instructor: Staff. Offered: Spring .

ES 231 - Nature of Engineering Materials ()

Nature and properties of metals, ceramics, polymers, and other materials in engineering applications. Interpretation of the mechanical, physical, and chemical properties from the viewpoint of scientific disciplines. Offered as an elective for physics and chemistry majors.
Lecture/recitation/laboratory. Students may not receive credit for both ES 231 and ES 232.

Prerequisite: CHEM 107 and MATH 125 or MATH 161. Instructor: Staff. Offered: Fall and spring semesters.

ES 232 - Biomaterials Science ()

Classes of biomaterials used in medical applications, including ceramics, metals, and polymers (both synthetic and natural), will be discussed in terms of physical, chemical, and mechanical properties. Structure, properties, and processing of biomaterials will be examined to predict biocompatibility and to appropriately select biomaterials for specific applications. Students may not receive credit for both ES 231 and ES 232.

Prerequisite: CHEM 121 and MATH 125 or MATH 161 or MATH 165. Instructor: Anderson.

ES 234 - Introduction to Aerospace Engineering ()

This course is an overview of aerospace engineering from a design perspective. The course will cover topics such as: introductory aerodynamics, lift, drag, and the standard atmosphere; aircraft performance; stability and control; propulsion; aerospace structures; and rocket and spacecraft trajectories and orbits. Students will be given the opportunity to analyze data from real vehicles, perform experiments involving the basic theories learned in class, and build an aerospace vehicle from the ground up.

Prerequisite: PHYS 111, 131, or 151. Instructor: T. Rossmann.

ES 254 - Engineering Thermodynamics ()

The study of the basic concepts of thermodynamics, including energy, heat, work, enthalpy, and entropy. Equations of state involving ideal and non-ideal behavior. The study of the first and second laws of thermodynamics for open and closed systems, and the application of these laws and equations of state for the analysis of power and refrigeration cycles.

Prerequisite: CHEM 121. Corequisite: MATH 263. Instructor: Bala, Smith.

ES 301 - Bioengineering Systems and Design ()

This course applies systems concepts to study human physiology. Engineering models and concepts associated with various physiological systems, such as the cardiovascular system, respiratory system, and renal system, are introduced for students to gain an in-depth understanding of the key physiological functions of the human body. Students will develop analytical tools for mathematically modeling physiological systems to understand the inter-dependency of these systems. [W]

Prerequisite: ES 201 or PHYS 133 or CHE 311 or BIOL 251 or permission of the instructor. Students who have not taken ES 201 will complete a short primer / tutorial on systems modeling and MATLAB at the start of the semester. Instructor: Staff.

ES 302 - Robotics Systems and Design ()

This course offers a systems-focused treatment of robotics with applications varied in scope and scale from robotic arms to autonomous vehicles. Building upon the foundational skills acquired in ES 103 and ES 201, students will develop analytical tools for the analysis and design of robotic systems through lecture and laboratory assignments. Robotic system design and analysis in the context of physical, ethical, and economic systems comprising its operating environments will also be discussed. [W]

Prerequisite: ES 201, MATH 264, and one of the following: CS 104, CS 105, CS 106, CS 150, or permission of the instructor. Instructor: Staff.

ES 303 - Environment and Energy Systems Engineering ()

This course focuses on a systems approach to analysis of current challenges related to environment and energy. The interconnectedness of energy, water, food, ecology, and infrastructure systems are emphasized within the context of sustainable resource use. Students will apply methods developed in ES 103 and ES 201 as well as green engineering principles and life cycle analysis. [W]

Prerequisite: ES 201 or CE 321 or CHEM 252 or permission of instructor. Students who have not taken ES 201 will complete a short primer / tutorial on systems modeling and MATLAB at the start of the semester.. Instructor: Staff.

ES 495-496 - Senior Thesis ()

This two-semester course is designed for students pursuing honors research in Integrative Engineering. The course consists of an original research investigation and culminates in the written thesis and oral presentation at the end of the senior year. The course is operated in accordance with the requirements of the College honors program as administered by the Office of the Registrar. One W credit only upon completion of both 495 and 496.

Prerequisite: Senior standing, and completion of one course from ES 301 or ES 302 or ES 303. Instructor: Staff.

EVSC - Environmental Science

EVSC 211 - Rivers and Watersheds: Form and Function ()

This course examines the role of rivers in the landscape within the context of their watersheds. Through a combination of lectures, field and lab exercises, and research projects students will explore the relationships between river hydrology, river morphology, sediment transport, and watersheds. The course will also evaluate how dams and other human disruptions can disturb the natural equilibrium in these dynamic systems. In addition to these scientific approaches, the course will also consider rivers as a focus of philosophical and artistic expression.

Prerequisite: EVST 100 or GEOL 110 or CE 321 or permission. Cross-Listed as: GEOL 211. Instructor: Germanoski, Brandes.

EVSC 390 - Independent Study ()

This course provides students an opportunity to examine special academic topics in Environmental Science that may not be covered in normal programmatic coursework. An

independent study may take multiple forms such as an in-depth guided reading, written literature review or conducting a non-research based project. Students may take this course multiple times for credit.

Prerequisite: Permission of instructor. Instructor: Staff.

EVSC 392 - Independent Research ()

In this course students will perform research under the guidance of an Environmental Science faculty mentor. Students are expected to contribute to a research project that furthers our interdisciplinary understanding of an environmental research problem. Students will apply their knowledge from coursework in order to approach research issues. Students may take this course multiple times for credit.

Prerequisite: Permission of instructor. Instructor: Staff.

EVSC 394 - Independent Research ()

In this course students will perform research under the guidance of a faculty mentor. While not as in depth as honors thesis, students are expected to contribute to a research project that furthers our understanding of Environmental Science. Students will apply their knowledge from coursework in order to solve research problems. Students may take this course multiple times for credit. [W]

Prerequisite: Permission of instructor. Instructor: Staff.

EVSC 495-496 - Thesis ()

This course serves as a capstone to the Environmental Science program. In this course students will perform research under the guidance of a faculty mentor. Students will apply their knowledge from course work to enhance empirical understanding of environmental studies issues. In addition to performing the research, students will present their research to the Environmental Science program and provide a written report to their mentor. [One W credit only upon completion of both 495 and 496]

Prerequisite: Permission of instructor. Instructor: Staff.

EVST - Environmental Studies

EVST 100 - Introduction to the Environment: A Systems Approach ()

An interdisciplinary course that introduces students to the major issues in environmental studies. We emphasize the importance of analyzing environmental issues from a comprehensive systems approach. The course focuses on the interaction of natural, socioeconomic, political, and ethical systems. We explore pressing social and environmental issues, including climate change, racial inequality, and environmental justice, to highlight the interconnections across multiple perspectives.

Instructor: Staff.

EVST 205 - Geographic Information Systems for Studies in Environment and Society ()

Introduction to geographic information systems based on principles of geographic information science including geodesy, data modeling, geodatabase design, spatial analysis, and cartography. Environmental Studies research methods will be used for GIS instruction and will be drawn from the social and natural sciences. A humanistic, critical approach to GIS and the visual narratives encoded in maps will also be explored. Laboratory instruction will focus on developing knowledge and skills for desktop and web GIS applications.

Instructor: Clark.

EVST 215 - Environmental Policy ()

This course examines the ways policy seeks to promote environmental value in our complex and changing world. Students will be introduced to the contemporary environmental policy landscape, as well as the politics of environmental decision-making. We will critique policy-making processes, policy actors and influence, dominant policy strategies for environmental change, and policy analysis frameworks. We will draw upon case studies from multiple environmental and political contexts to explore class concepts. [W]

Prerequisite: EVST 100 or permission of instructor. Cross-Listed as: PSTD 215. Instructor: Staff.

EVST 247 - Nature Writing ()

Nature writing as a genre has long been concerned with questions of how to understand humans within and as nature. In this course, we will study a range of writings, from Thoreau to today, as models for our own writing, emphasizing close observation and revision as vital ways to consider small intricacies of natural life as well as complexes of gender, race, and the engineering of space -- all of which make up our own ecosystems. [H, GM1, W]

Prerequisite: FYS. Instructor: Phillips.

EVST 250 - Art and Environment ()

While one view of art making would suggest elite tools and materials available at a premium through specialty shops, many artists from all over the world-for reasons of politics, philosophy, economics, environmental concerns or conceptual relevance to the given idea-have engaged with found objects and materials to create beautiful, compelling, and revolutionary works of art. In this course we will explore artists and art practices that function in this manner and investigate through studio practice ideas and methods for producing such work. Our investigations will focus on artists whose work is involved with environmental concerns, broadly defined. We will explore and produce work that engages with environment in a social, political, and cultural context. [H]

Prerequisite: Any 100-level Studio Art or Environmental Studies course. Cross-Listed as: ART 250. Instructor: Gil.

EVST 253 - Environmental Justice ()

This course explores the intersection of the arts and environmental justice movements around the world. We will discuss a broad array of literary texts and other creative projects, considering the relationships between systems of human injustice and environmental issues -- including industrial disasters, ocean acidification, and resource extraction. Throughout the semester, we will explore questions of voice, genre, and narrative, cataloging the strategies writers and activists use to make their positions translatable on a global stage. [GM2, W]

Prerequisite: EVST 100. Instructor: Keeler.

EVST 290 - Climate Change: The Facts, the Issues, and the Long-Term View ()

The Scientific community has explored modern climate change for decades, yet only recently has this issue emerged in the consciousness of the broader society. This writing-intensive, discussion-based seminar will consider the scientific evidence that has climate experts concerned about the future, as well as the significant economic, moral, political, and social issues that human-induced climate change raises. We will explore the challenges as well as the proposed solutions for addressing this global environmental problem. [V, W]

Prerequisite: Sophomore standing or permission of instructor. Instructor: Lawrence.

EVST 315 - Food, Culture, and Sustainable Societies ()

We ask, critically, what sustainable and just mean in relation to food and why it matters -- and what "culture" has to do with it. To do so we merge well-established studies and work in food studies with (1) environmental studies of alternative food systems and urban gardening/farming; (2) studies from political ecology engaging a range of analysis on food; (3) critical food studies, which considers race/class/gender/globalism in the context of food.

Prerequisite: One EVSC/EVST course. Instructor: Staff.

EVST 373 - Technology and Nature ()

This course examines the sometimes-contentious relationship between the natural world and human attempts to understand it (science) and manage it (technology). It addresses historical, ethical, artistic, and scientific distinctions between the natural and the human-built world, with examples from food and agriculture, modes of transportation, river control, factories, and more. The purpose of the course is to help students develop a nuanced understanding of the interactions amongst and between technology and nature. [W]

Prerequisite: A prior writing [W] course. Cross-Listed as: EGRS 373. Instructor: Cohen.

EVST 375 - Sustainability in the Urban Environment ()

This course discusses the unique ecological, economic, and social considerations of the human-nature dimension in urban and regional environments. It explores best practices for fostering sustainability in these settings. Specific topics include land use (urban sprawl), transportation, biophilic design, urban metabolism, urban agriculture and food systems, urban wildlife, green infrastructure, energy planning and use in smart cities, climate change and resilience planning, and social equity and environmental justice in cities. [SS, V]

Prerequisite: Two courses from among EVST 100, EVST 215, EVST 253, and EVST 390, or permission of instructor. Instructor: Nkansah-Dwamena.

EVST 380 - Sustainability Internship ()

The Sustainability Internship provides course credit to students working on sustainability-related projects. It is jointly supervised by a staff member of the Office of Sustainability or other partner organization, and a faculty member affiliated with the EVST/EVSC program. The intern meets regularly with their supervisors and submits a written report at the end of the semester demonstrating their contribution to the sustainability goals of the partner organization through research, critical thinking, and problem solving.

Instructor: Staff.

EVST 390 - Independent Study ()

This course provides students an opportunity to examine special academic topics in Environmental Studies that may not be covered in normal programmatic coursework. An independent study may take multiple forms such as an in-depth guided reading, written literature review, or conducting a non-research based project. Students may take this course multiple times for credit.

Prerequisite: Permission of instructor. Instructor: Staff.

EVST 392 - Independent Research ()

In this course students will perform research under the guidance of an Environmental Studies faculty mentor. Students are expected to contribute to a research project that furthers our interdisciplinary understanding of an environmental research problem. Students will apply their knowledge from coursework in order to approach research issues. Students may take this course multiple times for credit.

Prerequisite: Permission of instructor. Instructor: Staff.

EVST 394 - Independent Research ()

In this course students will perform research under the guidance of a faculty mentor. While not as in depth as honors thesis, students are expected to contribute to a research project that furthers our understanding of Environmental Studies. Students will apply their knowledge from coursework in order to solve research problems. Students may take this course multiple times for credit. [W]

Prerequisite: Permission of instructor. Instructor: Staff.

EVST 400 - Capstone ()

This course serves as a capstone to the Environmental Studies program. In this course students will perform research under the guidance of a faculty mentor. Students will apply their knowledge from coursework to enhance empirical understanding of environmental studies issues. In addition to performing the research, students will present their research to the Environmental Studies program and provide a written report to their mentor. [W]

Instructor: Staff.

EVST 495-496 - Thesis ()

This course serves as a capstone to the Environmental Studies program. In this course students will perform research under the guidance of a faculty mentor. Students will apply their knowledge from coursework to enhance empirical understanding of environmental studies issues. In addition to performing the research, students will present their research to the Environmental Studies program and provide a written report to their mentor. [One W credit only upon completion of both 495 and 496]

Prerequisite: Permission of instructor. Instructor: Staff.

FAMS - FILM AND MEDIA STUDIES

FAMS 101 - Introduction to Film and Media Studies ()

This is a foundational course that introduces students to central concepts, theories and methods in film and media studies. We will study the histories and genres of cinema and formal techniques such as lighting, editing, and sound to develop a critical understanding of film as a dominant mode of representation. We will also critically analyze television and other forms of electronic media to gain a better understanding of perspectives and practices of emerging technologies and forms of distribution. [H]

Instructor: Sikand.

FAMS 102 - Integrated Practice I ()

This course introduces students to the creative, theoretical, and practical aspects of media production and is designed to provide a foundational understanding of audio-visual storytelling. Students will learn the technical fundamentals of composition, lighting, audio recording, digital video cameras, and non-linear editing. The class will be grounded in deep discussions of ethical media-making and responsible practices that move between past, present, and future. We will study aspects of pre-production, production, and post-production through hands-on assignments, readings, screenings, discussion of assigned exercises, and in-class workshops with digital storytelling equipment.

Prerequisite: FAMS 101. Instructor: Sikand, Smith.

FAMS 103 - Foundations in Writing and Research ()

This course will introduce students to the practice of writing and researching in the discipline of Film and Media Studies. Students will learn to develop strong research questions, identify relevant scholarly sources, draft a working bibliography, conduct archival research, and write and revise a research paper. They will develop these skills as we study a variety of media formations. [W]

Prerequisite: FAMS 101. Instructor: Groo, Smith, Sikand.

FAMS 105 - New Media: Sculpture Against the Digital Horizon ()

Through a series of reading/viewing/discussion sessions, this course will first examine issues and ideas that involve the use of new media methods and technologies in the contemporary practice of art. Second, through studio projects ranging from video art to social practice art to internet art, this course will serve as a laboratory from which experiments will be performed that investigate these ideas through students' own cultural production. [W, H]

Cross-Listed as: ART 105. Instructor: Gil.

FAMS 120 - Filmmakers-Martin Scorsese's America ()

This course is an examination of the films of Martin Scorsese, one of the most prolific, successful, and distinctive filmmakers in American cinema. As we explore both the breadth and depth of Scorsese's body of work, we will use his films as windows through which to understand: 1) cinema as a complex art form, and 2) cultural complexities around issues such as family, ethnicity, class, masculinity, deviance, salvation, and violence. [H]

Instructor: A. Smith.

FAMS 140 - Media and Mass Incarceration ()

In this course, held primarily inside Northampton County Jail in Easton, we will learn about the basics of mass incarceration in the United States and the ways in which media has contributed to, reified and changed the discourse around mass incarceration. The course introduces students to basic, but critical concepts of the criminal justice system and similarly, basic concepts, and method central to film and media studies. Through required weekly screenings, readings, writing, regular discussion and peer presentation, we will analyze the above to gain a better understanding of our community in the Lehigh Valley. [H, V, GM1]

Instructor: Sikand.

FAMS 202 - Integrated Practice II ()

This hands-on production course is the second half of the media production sequence begun in FAMS 201 and builds on the fundamentals of lighting, sound, and camera. Students will further develop their digital film making techniques as well as learn to edit in Final Cut Pro. They will work on individual and collaborative media assignments that will culminate in a public screening at the end of the semester.

Prerequisite: FAMS 101, FAMS 102, and FAMS 103.
Instructor: Sikand, Smith.

FAMS 220 - Film Theory ()

The study of film theory gives us deeper insight into film as a language and social practice, allowing one to explore cinema's relationship to historical, aesthetic, social, political and technological influences.We will study some of the debates in classical film theory, auteurism, psychoanalysis, feminist film theory, queer theory, postmodernism and post colonialism as they apply to issues of perception, the spectator, representation, adaptation and realism. [W]

Prerequisite: FAMS 101 or permission of instructor.
Instructor: Sikand, Smith.

FAMS 221 - Media Theory ()

With the advent of photography, film, and digital media, visuality became a ubiquitous and highly contested form of perception. What lends images their power and appeal? How do visual media elicit desire, inscribing differences of race, gender, religion, and class? What production practices and critical discourses respond to today's politicized images and cultures of performativity, representation, and spectacle? This course introduces students to the key concepts and theories of the multifaceted fields of media theory and visual culture. [W]

Prerequisite: FAMS 101, FAMS 102, FAMS 103. Instructor: Groo, Smith, Sikand, Johannssen.

FAMS 237 - Celluloid Ghosts ()

The transition to sound at the end of the 1920s brought a new layer of sensory experience to the cinema; however, synched sound also homogenized the film market. It eliminated the idiosyncratic formats, genres, and theatre experiences that defined the silent era. This course will introduce students to the diverse histories of film's first decades and the many ways in which these ghosts of film history have returned in the twenty-first century.

Prerequisite: FAMS 101. Instructor: Groo.

FAMS 240 - Philosophy of Art ()

An examination of the fundamental philosophical questions about the arts, including: What is art? Are there standards in the evaluation of artworks? Do the arts require or convey knowledge, an if so, what kind? What is the connection between art and emotion? What are the possible relationships between art and morality? Readings are drawn from both classical and contemporary philosophical writings. [H,V]

Cross-Listed as: PHIL 240. Instructor: Giovannelli.

FAMS 245 - Queer Film Histories ()

This class will introduce students to histories of queer cinema from around the world and across a range of cinematic modes and practices: narrative, documentary, avant-garde, and activist video. Drawing upon key readings in queer and feminist cinema studies, we will examine how moving images represent and construct lgbtiqa+ identities, intervene in aesthetic practices and political movements, and deploy distinct cultural strategies and modes of address. Assignments will include informal and formal writing assignments and a final creative project. [H, GM1, GM2]

Prerequisite: FAMS 101, WGSS 101, or Permission of the Instructor. Cross-Listed as: WGS 245. Instructor: Groo.

FAMS 251 - Screenwriting ()

This course introduces students to the basic elements of screenwriting: developing characters, writing dialogue, plotting scenes, and structuring narrative. Writing assignments build from initial treatments to individual scenes and story outlines with emphasis on drafting and revision. By viewing films, reading screenplays, and critiquing the work of peers, students learn about the role of the screenwriter in the collaborative process of film making, and work towards a final portfolio that will include a polished script of their own. [H, W]

Prerequisite: ENG 151 or ENG 247 or EVST 247 or ENG 254 or ENG 255 or ENG 256 or ENG 257; or permission of instructor. Cross-Listed as: ENG 251. Instructor: Staff.

FAMS 252 - Writing for Television ()

In this course, students will learn how to write for both comedic and dramatic series. An intensive workshop process will guide students through the process of developing a TV pilot, including concept, act structure, character development, scene breakdowns, and dialogue. By the end of the semester, students will know how to properly format and pitch a series idea. [W]

Prerequisite: FYS. Cross-Listed as: ENG 252. Instructor: Ohlin.

FAMS 255 - Women Make Movies/Movies Make Women ()

This non-production course examines the work of women filmmakers and how women have historically been constructed (and not constructed) in cinema. We will examine issues of gender, spectatorship, sexuality, race, representation and authorship as they intersect with images of women such as savior, victim, femme fatale, mother and artist. [GM1, W]

Prerequisite: FAMS 101, WGS 101, or permission of instructor. Cross-Listed as: WGS 255. Instructor: Sikand.

FAMS 260 - Film Genres ()

This non-production film course is a tour through cinema via several influential genres or film types. Focusing on 3 or 4 important genres, we will look closely at the films' stylistic elements, cultural impact, and role in cinematic history. Questions considered will include how genres are established, stretched, and subverted, and the political or social uses of certain genres. Possible genres include Film Noir, the Western, the Musical, Screwball Comedies, and the Horror Film. [H]

Prerequisite: FAMS 101 or permission of instructor. Instructor: A. Smith, Sikand.

FAMS 264 - Screendance ()

Screendance — also known cinedance, dance on film or dance-film — is a hybrid, mediated form, a duet between choreography and cinema situated at the nexus of “fleeting” movement and the careful curation of sound, images and effects delivered on screen. Using personal media devices, students combine the kinesthetic energy of choreographic movement and technologies of film form such as greenscreen, cinematography, editing and lighting specific for moving bodies to make several short studies and collaboratively produce a movement piece for a final project. [H]

Instructor: Sikand.

FAMS 267 - Film, Media, and Popular Culture in Africa ()

Media are often associated with the West, leaving other sites of visual production out of the picture. Since the early colonial period, African audiences have consumed images, especially cinema, while largely being relegated outside the frame. How have Africans resisted the hegemony of Western images and representations? What differences are involved when Africans seize the camera and seek to tell stories that reflect their own social realities? [GM1, GM2, SS]

Prerequisite: A&S 102 or A&S 103 or FAMS 101, or permission of instructor. Cross-Listed as: A&S 267. Instructor: Staff.

FAMS 270 - National and Transnational Cinemas ()

In this class we will study various cinemas of the world and the cultural, political, and historical contexts from which they emerge. Through screenings, complementary readings, and case-studies, and guided discussion we will develop an understanding of the theoretical debates as they relate to concepts of "national," "global," and "third" cinemas, and explore different systems of production and distribution. Looking at how cinema across the world can be a means of expression, a form of entertainment, and an instrument for political change, we will examine the ways in which films reflect the cultures from which they emerge and how they, in turn, influence those and other cultures. [GM1, GM2, H] Pre-req: FAMS 101

Prerequisite: FAMS 101, A&S 102 or permission of the instructor. Cross-Listed as: REES 270. Instructor: Sikand.

FAMS 275 - World Pictures-Visual Studies and Media Cultures ()

What is an image? What is vision? How and why do we look, gaze, and spectate? This course aims to introduce students to global Visual Studies, including the central debates and theoretical frameworks that inform the field, along with the contemporary media formations that have motivated its development. Students will learn to analyze images and

media using a set of critical tools and concepts (e.g., the gaze, interpellation, embodiment, circulation, commodity fetishism, objectivity, the archive, biopower, the anthropocene, post-humanism, etc.) and consider the role that images and media play in constructing categories of racial, sexual, ethnic, geographic, and biological difference. Finally, this course will challenge students to consider the stakes of disciplinary boundaries and interdisciplinary thought. [H]

Prerequisite: FAMS 101 or permission of instructor. Instructor: Groo.

FAMS 277 - Media and Social Movements in Latin America ()

The purpose of this course is to develop a critical understanding of the relationship between communication, media, power, development and social change in different political, social, and cultural settings throughout Latin America. We will examine theories related to social movements in the digital age through case studies from Venezuela and Mexico. Students will utilize new technologies to create a final podcast project on a related topic of their choice. [GM1, GM2]

Cross-Listed as: LACS 277. Instructor: Fischer-Hoffman.

FAMS 280 - Internship ()

Practical experience in fields relating to film and media. Written reports are required of the student, as is an evaluation of the student by the supervising agency. Advance approval of the program internships coordinator required.

Instructor: Staff.

FAMS 302 - Topics in Integrated Practice ()

This course extends the hands-on media making of the early production courses and is recommended for students hoping to 1) complete a production-based capstone project in their senior year, and/or 2) sharpen their media work into a coherent, presentable portfolio. Students will practice advanced camera and sound techniques and learn to operate Avid and Premiere editing software on several complex assignments that will result in a diverse e-portfolio of finished media. [H]

Prerequisite: FAMS 202 or permission of instructor. Instructor: A. Smith, Sikand.

FAMS 320 - The Spectre of Race ()

Governed by the metaphor of "spectre," this seminar looks at the tangle between race, images and technology. Beginning with early image-making and the birth of cinema and moving through the 20th century up to the present day, we will examine how the rise of mass media in modern consumer society and the relationship between visual cultures and power have deeply intertwined to influence and create racialized discourses such as eugenics, diversity, and post-raciality. [GM1, H, V, W]

Prerequisite: FAMS 255/WGS 255 or FAMS 220 or permission of instructor. Instructor: Sikand.

FAMS 340 - Documentary Film ()

This course is an examination of documentary film-its form, history, style, and impact on cinema and culture. We begin with 19th century roots of the documentary and proceed to the recent democratization of digital documentary film making, Among the topics covered will be early actualities, travelogues, propaganda, newsreels, cinema-verite, direct cinema, avant-garde, mockumentary, educational, experimental and political documentaries, and recent developments in digital documentary. Our overall goals are to become critically thoughtful of cinematic texts, to gain familiarity with significant documentary techniques, to acquire an understanding of the historical evolution of documentary film as an art form and social tool, and to learn something of the diverse state of documentary film making today. Readings will aid students in the development of a practical understanding of how doc films work, and present a range of critical and theoretical approaches to film study. Essential to this collaborative process will be learning to use video cameras and Final Cut Pro digital editing software, as well as practicing film making techniques along the way to the construction of an original documentary film. The last activity of the semester will be a student doc film festival.

Prerequisite: FAMS 102 or permission of instructor. Instructor: Staff.

FAMS 345 - Philosophy of Film ()

An examination of philosophical questions on the nature, interpretation, and evaluation of film. Topics may include: the distinctive nature of the moving image compared to other forms of representation; the issue of whether film is an art form; film authorship; the essence of film narrative; the role of the imagination in understanding and appreciating film; identification and emotional engagement with characters; film and morality; film and knowledge. [H, V, W, GM2]

Prerequisite: One course in philosophy or permission of instructor. Cross-Listed as: PHIL 345. Instructor: Staff.

FAMS 350 - Special Topics -- Death on Screen ()

What is death, according to cinema? The consumption, the contemplation, the act, the fear, the penalty, the humanity of death, are collectively among the most represented and memorable of topics on screens large and small. How is the subject altered across genres, platforms, spectator positions and historical/cultural contexts? Are screen depictions of death a storytelling device or a commodification and exploitation of the fear of death? Do screen representations serve significant cultural purpose in understanding this most human of dimensions? Cinematic texts include works by Ingmar Bergman, Akira Kurosawa, Hal Ashby, Lars von Trier, Chantal Akerman, Michael Haneke, Tomas Guttierez Alea, Freida Lee Mock, and Errol Morris, and television including The Knick and Penny Dreadful. [H, V]

Prerequisite: FAMS 101. Instructor: Smith.

FAMS 351 - Minor Film and Media -- Amateurs, Orphans, and Queers ()

Taking Gilles Deleuze's concept of "minoration" as a starting point, this advanced seminar explores the minor/minority across a wide range of visual forms, formats, and exhibition practices, including amateur films, home movies, and orphan cinema as well as works from "minority" media communities (third cinema, indigenous, exilic, independent, experimental, etc.). Students will also experiment with a range of minor techniques, including 8mm and 16mm filmmaking, found footage filmmaking, and digital remixing. [V]

Prerequisite: FAMS 101. Instructor: Groo.

FAMS 355 - Cinema is Dead, Long Live Cinema: Moving Images in the Twenty-First Century ()

This course explores what moving images are in the twenty-first century. Since the late 1990s, roughly one hundred years after the invention of the first film camera, film fans, scholars, and archivists began lamenting the "death of cinema." The emergence of digital images seemed to threaten an entire century of film practice and the very foundation of film studies. If we no longer had physical film, so the argument goes, cinema was dead. Though scholars have never stopped announcing the death of cinema, moving images have expanded and proliferated wildly in the twenty-first century. In this course we will examine the new visual forms that arrive after the analogue era, how these images transform what we know of cinema, what losses or deaths accumulate, and what remains of the twentieth century. [H]

Prerequisite: FAMS 220 or FAMS 221. Instructor: Groo.

FAMS 360 - Indian Cinema ()

Via screenings, readings, and guided discussion we will develop an understanding of the “national cinema” of India and the related categories of regional, parallel, Bollywood, diaspora, documentary, and prayoga cinemas. Studying films from the silent era to the present, we will look at the histories and theories of Indian cinema and how film has been deployed as a means of artistic expression, ideological context, spectacle, and an instrument for political change. We will focus specifically on how gender and religion are portrayed and weaponized, how they intersect with and reflect on the culture from which they emerge. [GM1, GM2, W]

Prerequisite: FAMS 101. Instructor: Sikand.

FAMS 364 - Imperialism, War and Visual Culture in East Asia: 1874-1945 ()

This course focuses on Japan's East Asian empire (in Taiwan, Korea, China, and several Pacific Islands), and the war against America (1941-45), through the lens of visual-studies scholarship and still- and moving pictures. Beginning with late 19th century Japanese wood-block prints and ending with 1940s propaganda films, we chart the relationship between the visualization of war, image propagation, and the mobilization of the national peoples in whose names wars are launched and sustained. [GM2, W]

Prerequisite: HIST 206, HIST 248 or HIST 249; or FAMS 101 or FAMS 220 or permission of instructor. Cross-Listed as: HIST 363. Instructor: Barclay.

FAMS 370-380 - Special Topics ()

A seminar on topics selected by the instructor.

Instructor: Staff.

FAMS 385 - Educating the Ear ()

This course traces sound theory across the twentieth and twenty-first centuries. From the sound obsessions and anxieties of silent cinema to the disruptive sound experiments of the Fluxus collective to the expansive field of contemporary sound art and its remixture of the historical archive, this course considers the aesthetic, political, and epistemological possibilities of sound.

Prerequisite: FAMS 102, FAMS 103, FAMS 220 or 221, and two other FAMS 200-level courses. Instructor: Groo.

FAMS 390-391 - Independent Study ()

Student directed research or study under the supervision of an adviser.

Instructor: Staff.

FAMS 420 - Capstone ()

This required course for FAMS majors is a chance for students to synthesize their course of study into one major individual project.The capstone is a workshop-based experience where students design and complete either a critical or creative (or some combination of the two) project that results in a public presentation of their most advanced work as FAMS majors. [W]

Prerequisite: Open only to Senior FAMS majors. Instructor: Sikand.

FAMS 421 - Capstone Praxis ()

This course asks FAMS juniors and seniors to begin transitioning their work to the larger community of media makers, scholars, and educators. Capstone Praxis has a dual focus: 1) to enhance the skills individual students need to shape and effectively present themselves for post-college opportunities, and 2) to work collectively to create, manage and host programs and events that enhance campus and local communities. Capstone Praxis students will sharpen their individual portfolios and presentation skills while working with speakers, networking with alums, curating work, and designing and implementing outreach that expands the meaningful impact and accessibility of film and media studies.

Prerequisite: FAMS 420 or permission of instructor. Instructor: Smith.

FAMS 495-496 - Thesis ()

A two semester independent research project culminating in a thesis on a topic selected by the student in consultation with the adviser. [One W credit only upon completion of both 495 and 496]

Instructor: Staff.

FLL - Foreign Languages and Literatures

Courses designated as Foreign Languages and Literatures (FLL) are common to all language programs. For example, the Department of Languages & Literary Studies offers courses on teaching methodology and language pedagogy. These classes include a practicum in local primary or secondary schools. (FLL 380, FLL 381)

FLL 100 - Guided Independent Language Study (GILS): Introduction to Arabic Letters and Sounds ()

The GILS Elementary Arabic program covers both spoken and written Modern Standard Arabic with an emphasis on developing speaking, listening, reading, and writing skills. Guided Elementary Arabic 100 emphasizes learning to read, write, and pronounce the Arabic script. It also covers basic conversational skills and culturally appropriate etiquette, and it introduces students to the predominantly Levantine Arabic-speaking community of Easton, Pennsylvania.

Prerequisite: Permission of instructor. Instructor: Toulouse.

FLL 101 - Guided Independent Language Study (GILS): Elementary Arabic I ()

The GILS Elementary Arabic program covers both spoken and written Modern Standard Arabic with an emphasis on developing speaking, listening, reading, and writing skills. Like GILS Arabic 100, GILS Arabic 101 emphasizes learning to read, write, and pronounce the Arabic script. It also covers basic conversational skills and culturally appropriate etiquette. For true beginners, successful completion for both courses (FLL 100-FLL 101) leads to a proficiency level equivalent to one semester of college-level Arabic study in a more traditional classroom setting.

Prerequisite: Permission of instructor. Instructor: Toulouse.

FLL 102 - Guided Independent Language Study (GILS): Elementary Arabic 2 ()

The GILS Elementary Arabic program covers both spoken and written Modern Standard ARabic with an emphasis on developing speaking, listening, reading, and writing skills. Like GILS Arabic 100-101, GILS Arabic 102 emphasizes learning to read, write, and pronounce the Arabic script. It also covers basic conversational skills and culturally appropriate etiquette. For true beginners, successful completion of all three courses (FLL 100-FLL 101-FLL 102) leads to a proficiency level equivalent to two semesters of college-level Arabic study in a more traditional classroom setting. [H, EPSL]

Prerequisite: Permission of instructor. Instructor: Toulouse.

FLL 180-181 - Guided Independent Language Study ()

This course provides a proficiency-oriented framework for students wishing to acquire communicative competence in a less commonly taught language through guided independent learning. Working with at least one native language partner and a qualified off-campus instructor serving as an external evaluator, students will acquire knowledge of the communicative structures of the written and spoken language. Weekly reading and related skill-building portfolio assignments plus meetings with language partner. Students, external evaluator and FLL Dept establish learning outcomes and assessment rubrics collectively.

Instructor: Staff.

FLL 380 - Second-Language Teaching Methodology and Practicum ()

Students meet with the instructor on a weekly basis to study teaching methodology, language pedagogy, and second-language acquisition theory. The course also gives students the opportunity to apply what they learn and gain language teaching experience under faculty supervision in local elementary, middle, and high schools. Practicums are available in French, German, Korean, Russian, and Spanish.

Prerequisite: FLL 211 or higher, and permission of the instructor. Instructor: Staff.

FLL 381 - Second-Language Teaching Methodology and Practicum ()

Students meet with the instructor on a weekly basis to study teaching methodology, language pedagogy, and second-language acquisition theory. The course also gives students the opportunity to apply what they learn and gain language teaching experience under faculty supervision in local elementary, middle, and high schools. Practicums are available in French, German, Korean, Russian, and Spanish.

Prerequisite: FLL 211 or higher, and permission of the instructor. Instructor: Staff.

FREN - FRENCH

FREN 101 - Elementary French I ()

Provides students with the four basic language skills of reading, writing, listening, and speaking. Emphasis is on learning the fundamentals of grammar and on the development of verbal skills through their active use. Students having had two or more years of high school French are ineligible to take FREN 101 unless they obtain the instructor's permission. Class/laboratory. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies.

Instructor: Staff.

FREN 102 - Elementary French II ()

Provides students with the four basic language skills of reading, writing, listening, and speaking. Emphasis is on learning the fundamentals of grammar and on the development of verbal skills through their active use. Students having had two or more years of high school French are ineligible to take French 101 unless they obtain the instructor's permission. Class/laboratory. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Prerequisite: FREN 101 or equivalent proficiency. Instructor: Staff.

FREN 103 - Accelerated Elementary French ()

Accelerated Elementary French is an intensive program for high beginners. This course takes a communicative approach to developing reading, writing, speaking, and listening skills, while providing a diverse array of on-line ancillary materials to enhance the student's understanding of French and Francophone cultures. Students wishing to take this course should consult with the instructor in order to determine whether it is appropriate for them. In addition to four hours of class instruction per week, students will be expected to actively engage in self-directed learning, both on-line and in the Language Resource Center. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Instructor: Dupuy.

FREN 111 - Intermediate French I ()

Review and expansion of the basic grammar and vocabulary of the language. Attention to developing reading and conversational skills and a deeper understanding of the culture of France and other francophone countries. Class/laboratory. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Prerequisite: FREN 102 or 103 or equivalent proficiency. Instructor: Staff.

FREN 112 - Intermediate French II ()

Review and expansion of the basic grammar and vocabulary of the language. Attention to developing reading and conversational skills and a deeper understanding of the culture of France and other francophone countries. Class/laboratory. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [GM2, H]

Prerequisite: FREN 111 or equivalent proficiency. Instructor: Staff.

FREN 211 - Advanced French ()

Grammar review with emphasis on areas of greatest difficulty. Enrichment of written expression with emphasis on style and vocabulary building. Examination of cultural and contemporary issues through use of the language laboratory (films, television broadcasts, newspaper articles, computerized programs) and discussion of cultural and literary texts. Class/laboratory. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Prerequisite: FREN 112 or equivalent proficiency. Instructor: Staff.

FREN 225 - Business French ()

Designed for the advanced student wishing to acquire specialized knowledge of the French language for use in business. The course examines a variety of topics such as agriculture, industry, postal services, telecommunications, international trade, customs regulations, banking activities, the stock market, major enterprises, advertising, the insurance industry, the real estate market, job offers and applications, résumé writing, and business correspondence.

Prerequisite: FREN 211 or equivalent proficiency. Instructor: Staff.

FREN 321 - High and Popular Culture in Medieval and Renaissance France ()

Introduction to the study of medieval and Renaissance French literature and civilization. Readings from such works as La Chanson de Roland, Yvain ou le chevalier au lion, Tristan et Iseult, Aucassin et Nicolette, Rabelais's Gargantua et Pantagruel, the poetry of the Pléiade, and Montaigne's Essais. [H]

Instructor: Duhl.

FREN 322 - Reason, Wit, and Wild Imaginings: Seventeenth- and Eighteenth-Century French Literature and Civilization ()

Readings from such works as Corneille's Le Cid, Racine's Phèdre, Molière's Le Tartuffe, Mme de La Fayette's La Princesse de Clèves, Prévost's Manon Lescaut, Marivaux's Le Jeu de l'amour et du hasard, Voltaire's Candide, and Montesquieu's Lettres persanes. [H]

Instructor: Staff.

FREN 323 - Iconoclasts: Nineteenth- and Twentieth-Century French Literature ()

Introduction to the study of such modern literary movements as romanticism, realism, naturalism, symbolism, surrealism, existentialism, and the absurd. Emphasis on poetry, fiction, drama, and criticism in the works of such authors as Mme de Staël, Chateaubriand, Lamartine, Hugo, Stendhal, Balzac, Flaubert, Zola, Maupassant, Baudelaire, Verlaine, Rimbaud, Mallarmé, Jarry, Valéry, Apollinaire, Gide, Proust, Breton, Malraux, Sartre, Camus, Beckett, and Ionesco. [H]

Instructor: Staff.

FREN 324 - Turning the World Upside Down: French Civilization since 1789 ()

French history, civilization, and culture from the Revolution of 1789 through modern times. Emphasis on major historical figures and events, the evolution of political and social institutions, economic trends, the development of religious, philosophical, and political beliefs, and changes in the modes of artistic expression. [H]

Instructor: Staff.

FREN 327 - New Horizons: Youth & Identities in the Sub-Saharan and Caribbean Francophone Worlds ()

“New Horizons” is an interdisciplinary journey through the Sub-Saharan and Caribbean Francophone Worlds, focusing on the intersections of youth and identity. This course explores a wide array of cultural productions, such as literature, film, graphic novels, visual arts, philosophy, and anthropology, to understand how Francophone youth navigate and reshape their identities in a rapidly changing world. Students will delve into the delicate balance between tradition and modernity, scrutinize the enduring impacts of colonization, and envision a post-modern Africa’s role on the global stage. Through engaging with the creative expressions and intellectual discourses from Africa and the Caribbean, they will gain a deeper understanding of the innovative ways in which cultural narratives can address and navigate global challenges. [GM2, H]

Prerequisite: FREN 211. Instructor: Staff.

FREN 421 - The Sword, the Rose, and the Pen: Constructing Identity in French Medieval and Renaissance Literature and Culture ()

This course examines themes and techniques of imitation and/or subversion of classical and Biblical sources as strategies for defining the self and the creative process in the vernacular. Readings include such genres as the epic, courtly romance, popular theater, allegorical and lyric poetry, short story, and the essay (La Chanson de Roland, Chrétien de Troyes, Le Roman de la Rose, La Farce de Maistre Pathelin, François Villon, François Rabelais, Joachim du Bellay, Pierre de Ronsard, Louise Labé, Marguerite de Navarre, Michel de Montaigne). [H, W]

Instructor: Duhl.

FREN 423 - The Artist as Outsider: French Literature of the Nineteenth Century ()

Study of the development of romanticism, realism, naturalism, and symbolism, with emphasis on such writers as Chateaubriand, Constant, Musset, Sand, Nerval, Hugo, Stendhal, Balzac, Flaubert, Zola, Baudelaire, Rimbaud, Mallarmé, and Villiers de l'Isle-Adam. Attention also may be given to the Parnassian school. [H, W]

Instructor: Staff.

FREN 424 - Literature, Ideas, and Film: Twentieth-Century French Culture ()

The major movements following symbolism are studied in historical context and in the works of such authors as Gide, Proust, Apollinaire, Breton, Mauriac, Colette, Malraux, Sartre, Camus, Ionesco, Robbe-Grillet, Queneau, Perec, Barthes, Kristeva, Ernaux, and Derrida. Topics such as surrealism, Orientalism, ludics, feminism, memory of World War II, the Algerian War, multiculturalism, and Francophonie. [H, W]

Instructor: Staff.

FREN 425 - French Cinema ()

French cinematographers and their works have often stood in contrast to large-scale epic Hollywood productions. This is not to say that the two traditions are totally distinct: cross-fertilization has occurred in both directions. This course will examine several eras of French film-making: the Golden Age, the Cinema de Qualite, and the Nouvelle Vague, as well as various genres, such as the the Film Noir, the Cinema du patrimoine, the Cinema de look, the Cinema de banlieue, and Feminist film making. [H, W]

Prerequisite: At least one 300-level French course. Instructor: Staff.

FREN 441 - Junior/Senior Seminar ()

Study of a genre or major theme in French literature. Course content is broad in scope. [H, W]

Instructor: Staff.

FREN 460 - Reading and Research in French ()

This course gives students the opportunity to investigate intensively an area of special interest. Students work on their projects independently under the guidance of an instructor. At the end of the semester, students submit a research paper and/or make a substantial oral presentation. Hours arranged.

Prerequisite: Permission of the research instructor. Instructor: Staff.

FREN 495-496 - Thesis in French ()

Tutorial sessions related to the student's investigation of the area chosen for the honors essay. Open to majors in French who are candidates for departmental honors. [One W credit only upon completion of both 495 and 496]

Prerequisite: Permission of the research instructor. Instructor: Staff.

FYS - First Year Seminar

FYS 011 - International Conflict and Cooperation in the Contemporary World ()

This seminar looks at international conflict from a social science perspective. Its function is not only to transmit information about specific conflicts in the twentieth century but also to equip participants with tools to analyze any international conflict. Topics include causes of individual and collective violence, arms races and deterrents, and means for prevention or reduction of international conflict.

Instructor: Peleg.

FYS 012 - Reading Photographs ()

From your social media feeds to advertising to iconic photographs, "Reading Photographs" will teach you visual literacy. While there have been major technological shifts in how photographs are made, photographs have never lost their importance as arguably the most used form of visual communication in society. This class considers the photographic canon and also what has been left out of that canon. Analytic essays, screenings, field trips, and photographic workshops will give you the practice to examine photographs from multiple vantage points. "Reading Photographs" will expose you to the subjective, historical, and theoretical implications of how photographs affect our lives.

Instructor: Skvirsky.

FYS 013 - Deviance ()

What does it mean to be a deviant? Or to deviate from some standard? In disciplines such as drawing, physics, and poetry, deviation emerges in avant-garde circles that often challenge the status quo of a given tradition (abstract expressionism, quantum physics, projective verse poetry). But "deviation" also has larger ideological concerns as deviants are seen as threats to a supposedly stable social structure. From queer subcultures to ancient philosophies of atomism to the Black Lives Matter phenomena, this course explores how cultures of deviance are often political strategies of resistance to the way bodies are normalized and regulated.

Instructor: Fernandes.

FYS 014 - Individualism in American Culture, Character, and Society ()

The term "individualism" has long been used to describe one of the distinctive qualities of Americans and of American culture. Using Alexis de Tocqueville's Democracy in America (1840) as the starting point this colloquium systematically examines expressions of individualism in American life past and present.

Instructor: Schneiderman.

FYS 015 - The Endurance of Race ()

This seminar explores how race and ethnicity is mediated through film and media by analyzing the tangle between the construction of race and visual technology. Beginning with early image-making and the birth of cinema, we will examine how ways of seeing, the rise of mass media in modern consumer society, and the relationship between visual culture and power are deeply intertwined to influence and perpetuate racialized difference. We will study a range of media such as early ethnographic films, Hollywood cinema and look at how counter cinema and global activism have helped to draw attention to these images in important ways.

Instructor: Sikand.

FYS 017 - Making Change Democratically ()

What does social change in a democracy look like? This course equips students with a framework for understanding how social change happens and allows them to identify issues in the local and regional communities surrounding the college that can be tackled through democratic action. Students will learn how to connect academic skills with developing as informed, engaged, and effective civic agents.

Instructor: Rizvi.

FYS 018 - Ten Ways to Know Nature ()

This class is a study of the different ways we interact with and thus know the natural environment. These ways include, among others, the scientific, technological, artistic, experience-based (hands-on), biographical, and religious; the forms of interaction follow from our lives as consumers, as eaters, and as thinkers, while we work, live, and play. The purpose of the course is to examine how those ways of interaction with nature influence how we know and then treat those environments.

Instructor: Cohen.

FYS 019 - From Magical Mushrooms to Cereal Killers: How Fungi Have Shaped Human Civilization ()

Fungi have played a critical role in the development of society since ancient times. As food (or a threat to it), as medicinal sources, as recreational items, as religious or philosophical icons, fungi have participated in all aspects of human kind. The seminar class explores all facets of fungi and how they have shaped civilization. By using texts from books, popular articles and scholarly publications, we will attempt to understand the multiple ways in which fungi have affected our lives.

Instructor: Ospina-Giraldo.

FYS 020 - Appalachia ()

The region of the Eastern U.S. known as Appalachia is defined by the geological characteristics of the Appalachian Mountains, but also can be characterized and described on the basis of the distinctive natural, historical, cultural, and economic characteristics of the region. It will be the goal of this course to develop the skills to recognize, understand, and evaluate and communicate the complex interrelationships among those factors that define and describe this region of the U.S.

Instructor: Husic.

FYS 022 - Cinema, Mind, and Morals ()

The moral life is intimately related to questions regarding self-understanding in relationship with others. These questions are also at the core of many notable films. In this seminar, we will investigate a range of related issues, from moral obligation, to moral motivation, to such virtues and emotions as friendship, love, shame, forgiveness, etc., as they can be better understood through movies. Assignments include readings drawn from contemporary philosophy and film viewings to be completed outside of class.

Instructor: Giovannelli.

FYS 023 - Baseball: The One Constant Through All The Years ()

Why is baseball the "American pastime"? What is it about baseball that fascinates millions around the world? This seminar explores the game by examining the role of statistics on decision making, in-game managerial strategy and economics as well as investigating the historical significance of baseball. Students examine baseball through various writings, films, game attendance, and game simulations in which they manage their own teams. Critical thinking skills are emphasized in the context of baseball.

Instructor: Nataro.

FYS 025 - FÚTBOL: The Beautiful Game ()

In addition to offering mass entertainment, soccer has been used as a government propaganda machine, is the pillar of multi-billion-dollar enterprises, and has led to wars and questionable social behaviors. Using an interdisciplinary approach, we will explore how soccer is more than just a game. Drawing on readings from sociology, economics, and politics, we will look at soccer as a sport, a form of entertainment, a tool for oppressive regimes, a form of collective identity, and a major force for social change.

Instructor: Ospina-Giraldo.

FYS 026 - Plagues: Past & Present ()

From the Black Death to AIDS, epidemics have resulted in profound social and cultural change. Through an analysis of societies' response to selected historical outbreaks, students will learn about epidemic diseases and the social transformations they caused. This seminar examines the ways in which different societies in different eras have responded in times of crisis. The class will also analyze contemporary pandemic preparedness policy and responses to recent health threats.

Instructor: Caslake.

FYS 027 - Death on Screens ()

This course examines the intersections of death and screen media while introducing ways to read and respond to complex visual texts. What is death, according to cinema? How has visual media depicted mortality and how do these representations determine our collective understanding of death and dying? How do film, television and evolving digital platforms prescribe and teach audiences what to think about death? Ultimately, what does it mean to encounter and consume death on screens?

Instructor: Smith.

FYS 028 - Money: The Root of all Evil? ()

While the most recent financial crisis has heightened awareness of what can happen when the financial systems runs amok, this crisis was just one of several that plagued the markets at various times within the last two centuries. This course focuses on the financial history of currency and the capital markets through a critical examination of their functioning and impact from their beginnings to the present day.

Instructor: Bukics.

FYS 031 - What Is a Miracle ()

This seminar explores miracles and the miraculous in religious traditions from around the world. Students learn about the role miracles play in religious narratives and explore how miracles contribute to conceptions of God and human power. Modern challenges to the reality of miracles are considered. Additionally, the category of "miracle" is analyzed and evaluated from various angles including philosophy, anthropology, and popular culture.

Instructor: Hendrickson.

FYS 032 - What is a River? ()

This course is an exploration of rivers, and in particular the Delaware River, as critical to the development of society, culture, and the identity of the regions they connect. Through a variety of texts and experiences, including outdoor

adventures, students will come to understand the role of rivers in human endeavors and in the natural environment. Students will synthesize their ideas in a case study focusing on their river of choice.

Instructor: Brandes.

FYS 033 - Gambling: Here and Everywhere ()

In this FYS, we will interrogate the mechanisms of gambling and the games that are played while we focus on the benefits and costs of gambling, including those social, economic, and psychological. The role of technology, the ubiquity of mobile gambling, and analyses of government-run lotteries are just some of many course topics that will inform discussions around the motivating question of the course: is the proliferation of gambling good for society? Students must be at least 18 years of age by the start of the course.

Instructor: Smith.

FYS 035 - Technology & Society: Semiconductor Era ()

This seminar explores sources and uses of energy in a technical society. Issues regarding fossil fuels, nuclear energy, solar energy, and alternative sources of energy are investigated. Conservation of energy and the storage of energy are discussed. Energy uses for plant and food production, transportation, industrial output, leisure activities, and the national defense are reviewed. Finally, the use of energy is examined in the context of atmospheric pollution, radiation, noise, and nuclear weapons.

Instructor: Nestor.

FYS 036 - Trials of the Century ()

This interdisciplinary seminar will examine the "Trials of the Century" that have captivated the general public's attention because of the highly controversial issues they raised, the publicity they received, and the decisions that resulted. By examining these great trials, using political, historical and legal academic lenses, we will refine our critical analytical skills and better understand both our legal and political systems, and the resulting changes in law and society.

Instructor: Murphy.

FYS 037 - I Cannot Live Without Books (or Liberal Arts) ()

Books have long been central to making and sharing knowledge, and colleges and universities have grown up around libraries and cultures of reading. How can a deeper understanding of the history of book production and use help us understand the idea of a liberal arts education? This course pursues these questions through research, creative projects, and especially hands-on work with Skillman Library’s rare books collection.

Instructor: Phillips.

FYS 039 - Music and Gender ()

Can we hear gender difference in music? Why are there no "great" women composers? What power does a performance wield? To examine these questions, we will explore issues of sexual aesthetics, power, class, cha(lle)nging the roles, and gender as/and performance. In an active classroom environment and discussion based course, you will challenge, lead, explore and develop your own point of view while you discover your own contribution to the arts through valid argument.

Instructor: J. Kelly.

FYS 040 - Geological Disasters: Agents of Chaos ()

Earthquakes, volcanic eruptions, landslides, hurricanes, floods, and tsunamis are all part of the geological evolution of the earth. Humans are increasingly exposed to the often severe consequences of the violence of nature. This seminar examines these processes from both technical and personal perspectives to understand why they occur and how human activity has interfered with natural processes, perhaps making many parts of the planet more disaster prone.

Instructor: Malinconico.

FYS 041 - Crazy in Love: The History and Science of Romantic Feeling ()

This seminar explores how even the most intimate and seemingly personal forms of experience are shaped by culture and history. We'll consider how our ideas about love have evolved over time, from the development of medieval chivalry to the rise of modern psychiatry. Along the way, we'll assess how much scientific accounts of love, as well as our most famous love-stories, mesh with the actual experience of it.

Instructor: Wadiak.

FYS 043 - Charisma ()

Charisma, meaning "gift of grace," denotes a deeply personal, yet anti-institutional type of authority, shared by certain cult leaders and revolutionaries, religious visionaries and political prophets, antinomians and avant garde artists. There is also the charisma of place and thing, from sacred shrines and objects, to famous art works and national monuments. The course will explore the meaning of charisma, with case studies in enthusiastic religion, political revolution, and antinomian avant garde art movements.

Instructor: Schneiderman.

FYS 044 - Multiculturalism in the Medieval Mediterranean World ()

The idea of "multiculturalism" is often associated with modernity. The reality is, however, that multiculturalism was a part of the everyday lives of people living from Cordoba to Naples to Jerusalem to Constantinople in the medieval period. Reading both secondary and primary sources (translated form Arabic, Armenian, French, Greek, Persian, Spanish and Turkish), this course will engage with the different ways in which diversities (ethnic, linguistic, racial and religious) were experienced and understood in the medieval Mediterranean.

Instructor: Goshgarian.

FYS 047 - Life Sciences: a Human Endeavor in the Misinformation Age ()

In the current age of rampant misinformation, how can we identify and understand legitimate research in the life sciences? How can we learn to distinguish among reliable information, propaganda, advertisements, and outright falsehoods? We will explore various controversies and contemporary subjects in the life sciences, particularly those which involve the manipulation of scientific (or pseudoscientific) information as a means to deceive. The reading and writing assignments in this course explore how scientific knowledge is generated, tested, challenged, archived, reviewed, summarized, presented, discarded when

necessary, and frequently abused along with the ethical issues associated with animal and human subjects research. Finally, we will also explore who scientists are in the 2020s with a goal of illuminating both the humanity and diversity of the people generating scientific knowledge and the limitations and challenges that they face.

Instructor: Hines.

FYS 049 - Global Food ()

Foods are material substances that are deeply linked to human sustenance, to sociability, status and sensibility, as well as the sway of the senses-whether sparking desire or disgust. In this sense food intrinsically crosses borders and boundaries in at least two ways: first, food challenges us to adopt interdisciplinary approaches to material goods, considering them from different perspectives and adopting different lenses. Second, foods have always been mobile across the globe, shifting in form and meaning as they move between different settings; in this sense, by tracing the circulation of foods in time and space, we can explore a world of emergent sociocultural relations, seeing links between spheres of production, transport and consumption.

Instructor: Bissell.

FYS 052 - Weaponized Media: Living in a World of Bots, Trolls, and Disinformation ()

Social media sites have become the most powerful distributors of information in human history. They've become not only sites of connection and friendship but also of power struggles and violence. This course will consider how malicious actors have weaponized media to change the outcomes of elections, facilitate genocide, and spread conspiracy theories. We will focus on the methods used to exploit social media and on the consequences such exploitation has for the nature of truth.

Instructor: Laquintano.

FYS 054 - Indigenous and Settler Sites of Memory ()

The United States was created from land wrested from Indigenous inhabitants. How do people living in a society with such a foundation address the violence of conquest? How is this story told – or rewritten – on the land? How have settlers represented the Native past and present? In this course, we explore these questions using the local area as our focal point. In exploring Indigenous geographies and settler sites of memory -- museum exhibits, burial grounds, historical markers, and place names--we will ask which pasts have been remembered publicly and analyze commemorative practices. Students will engage in ethnographic research and develop a digital database of important Native and settler sites of memory as we explore the local landscape.

Instructor: A. Smith.

FYS 055 - Leaving Downtown: Race, Ethnicity, and the Creation of the Suburbs ()

Where did residents go when their multi-facial, multi-ethnic neighborhood ("Syrian Town") in downtown Easton, PA was demolished in the 1960s? And why did so many residents join the rapidly growing suburbs surrounding the city? Through interviews with the very people who made this shift, field trips, and interdisciplinary research, students will answer this and related questions while exploring the unforeseen consequences of the suburban revolution.

Instructor: A. Smith.

FYS 056 - The Worlds in Cookbooks: A Socio-Cultural Approach ()

Cookbooks are much more than simple collections of recipes. When approached critically, they allow us to analyze patterns of daily life, domestic ideals and practices, and power relations in the societies in which they were produced and consumed. In this seminar we will answer the following questions: 1) What is a cookbook? 2) What can cookbooks tell us (and not tell us) about the societies in which they circulated? 3) What subjects can cookbooks encourage us to (re)consider? In examining these questions, we will explore topics including cookbooks as biographies and domestic advice, as well as genres of cookbooks including ethnic, commercial, and community cookbooks.

Instructor: Pite.

FYS 057 - Politics and Polling ()

We will study the history and the science of polling. Polling became popular in the early 20th century, with spectacular successes in marketing and politics. But low response rates present significant challenges for pollsters in the 21st century. Questions we will consider include: How are polls conducted? Do polls measure public opinion or do they influence public opinion? Are some groups of people "more important" to survey? We will learn to study the science, the history and the future of polling in advance of the 2016 presidential election.

Instructor: Gaugler.

FYS 059 - Feed the World ()

This course offers an interdisciplinary look at our food from planting to harvest, distribution and packing, to our tables. Emphasis on combining a social sciences perspective with an engineering human-centered design process to define and address problems of world hunger. Focus on investigation, problem definition, and project-based learning of issues related to global hunger.

Instructor: Stewart-Gambino.

FYS 060 - Jewish Writing ()

Jewish writing has been a way to create group and individual identity. We will think about major themes and styles, and we will also talk about how Jewish writing is a good "case study" for understanding how writing helps us create a sense of self. This class analyzes primary texts from the Hebrew Bible to popular literature and memoirs. We will learn about the concepts of canon and genre to see how reading and interpretation have influenced the meaning of different types of Jewish writing. You will practice writing about Jewish texts as well as the types of reading and writing that appeal to you and why.

Instructor: Carr.

FYS 061 - Your Immune System: Friend or Foe? ()

Your immune system is necessary for your survival, but it can also cause many different diseases. This course will shed light upon how your immune system can be both good and bad. We will cover a broad range of topics, including the way social,

economic, and political factors influence our views of vaccines, allergies, autoimmune diseases and bacteria.

Instructor: Kurt.

FYS 063 - Jewish Humor ()

This course examines Jewish humor within the context of theories of humor and the comedic and as a window to Jewish culture. It explores examples of Jewish humor past and present in literature, film, television, skits, stand-up comics, cartoons, and jokes. It considers questions such as: What makes us laugh? What is distinctively Jewish about Jewish humor? How does American Jewish humor differ from older European Jewish humor and contemporary Israeli humor? Do you need to be Jewish to "get" it? How is Jewish humor like and unlike other ethnic, religious, or minority humor? How do stereotypes and self-deprecation figure in the humorous? How did humor function as a coping and survival mechanism in the Holocaust?

Instructor: Rice.

FYS 064 - Global Justice ()

While few people would deny that we have special, and sometimes quite demanding, obligations to help our friends, family, or even our fellow citizens, it is controversial whether we have these same kinds of obligations to complete strangers. The guiding question of this course will be what, if anything, do we owe such people? Three main topics will provide the focus of discussion: international economic inequality, climate change, and war.

Instructor: Jezzi.

FYS 066 - Do You Feel My Pain? ()

Empathy is the capacity to "walk in others' shoes," to experience, feel and view the world from the perspective of those whose values, culture, and embodied identity might be quite different from one's own. But does strengthening our empathetic abilities always lead to a more just and compassionate view and treatment of those different from ourselves? Or can the cultivation of empathy sometimes increase in-group bias and animosity towards the Other? These and other questions about empathy will be explored through activities ranging from analysis of art and scholarship from a variety of disciplines to the creation of exhibits for an Empathy Museum.

Instructor: Byrd.

FYS 068 - Mobilizing Science ()

Scientific research plays a critical role in the way societies overcome challenges and respond to crises. How do societies mobilize scientific activity in the face of such challenges? Who foots the bill? Who decides the priorities? The reading and writing assignments in this seminar will explore the complex interplay between different social forces that mobilize science toward specific ends and examine the moral and ethical quandaries scientists often face when deciding how and whether to participate in the resulting research effort.

Instructor: Thomas.

FYS 069 - Popular Culture and Political Resistance in the Middle East ()

The phrase "resistance is life" echoed throughout the Middle East in various contexts, in support of the Kurdish People's Protecting Units resisting ISIS at Kobane (Syria) in 2014. Popular culture has the capacity to take a resistance effort articulated on paper or in a speech and splash it onto a creative canvas that, then, spreads throughout communities. This course will look at popular culture in the Middle East as a means of propagating political resistance.

Instructor: Goshgarian.

FYS 072 - Ice Age ()

"The Ice Age!" Was it a unique episode of glacial expansion or one of many? Are continental ice sheets a thing of the past or are we living in an interglacial episode? Is John Snow referring to a new ice age when he warns that, "winter is coming?" What was the "Little Ice Age?" Why was there an Ice Age? Did saber-toothed cats roam the landscape? How does the Ice Age continue to affect the human experience?

Instructor: Germanoski.

FYS 074 - The Never-Ending Trojan War ()

Why do some stories stay alive? From Homer to Hollywood, the myth of the Trojan War has been told, and retold, innumerable times. The FYS investigates the history behind the myth, discusses what the Trojan War meant to Homer's audience, and asks why this story continues to capture our imagination. We will explore Homer's Iliad alongside modern treatments of the Trojan War from a range of disciplines including art, film, and clinical psychology.

Instructor: Dubischar.

FYS 075 - Technological Citizenship ()

What is the social impact of new technologies? Who in society benefits and who is harmed by the rapid development of modern science and technology? How is scientific knowledge created, and how does the public engage with science and technology? This first year seminar examines the rights and responsibilities of technological citizenship by fostering inquiry into how technology is developed and distributed, and how technology and society interact with each other. Drawing on readings from science, engineering, and the social sciences, students will reflect on technology's role in their lives and its relationship to human values.

Instructor: J. Rossmann.

FYS 076 - Land of Mystery: The Language and Culture of Modern China ()

Though China is the world's most populous nation, a military superpower, and an increasingly dominant presence in international commerce, Westerners often view the Chinese and their rich heritage as inscrutable. In this seminar, cultural practices and values of modern China are examined through the eyes of traditional society and the "ancient Chinese proverbs." As an integral part of this experience, students learn the rudiments of Chinese pronunciation and acquire a basic Chinese vocabulary.

Instructor: Yu.

FYS 077 - The Dog Course ()

"Man's best friend?" Nature's most successful parasite? Employing a range of perspectives-literary, philosophical, archaeological, biological and technological-we will examine

specific constructions of the dog at various moments in human history. We will consider issues of evolution, domestication, the morality and technology of breeding, and the psychological comforts of anthropomorphic representation. Because field trips and other required activities will involve contact with dogs, this course is not recommended for those who may be afraid of dogs or have health issues that could be made worse by interacting with dogs.

Instructor: Falbo.

FYS 078 - Monsters & Monstrosities ()

From the Manananggal of the Philippines to Japanese Oni and Algonquian Wendigo, monsters have enchanted societies worldwide. Their elusive nature defies easy categorization, embodying a blend of forms and attributes. Are they manifestations of primal fears or reflections of the human psyche? Monsters disrupt societal norms, challenging perceptions of "normalcy" and reflecting divine wonders or dreaded curses. They defy societal conventions, prompting reflection on hidden truths and anxieties. Through interdisciplinary studies, students will analyze folklore, literature, and cultural contexts to unravel the complexities of monstrous imagery, while delving into the intriguing world of non-Western monsters and honing critical thinking and scholarly skills through immersive writing and discussion.

Instructor: Perrot.

FYS 080 - Creature: Animals in Contemporary Culture ()

Why are animals and "animality" becoming more frequent themes in recent literature, performance, and visual art? How is this trend to be understood in relation to global climate change, habitat loss, extinction, ecological ethics, and "pet" economies in contemporary culture? This course begins with a broad introduction to the ways animals have been theorized within our own (Western) intellectual tradition, engages major critical questions within animal philosophy in recent decades, and then applies these rubrics to contemporary texts, performances, and artworks that ask us to think about animals in provocative ways.

Instructor: Rohman.

FYS 084 - Music, Art, and Literature in the Year 1944-1945 ()

As is often the case after cataclysmic world events, things change, as the war in Europe transformed into the Cold War between the US and the Soviets, humanity came under threat of nuclear annihilation. Music, art, and literature of this year provide great insight into these events; it will be our task to explore connections between the works of art created in response to the end of WWII and the beginning of the Cold War.

Instructor: O'Riordan.

FYS 085 - Asian Martial Arts in the West ()

Beginning in the early 20th century, Asian martial arts have attracted the attention of Western audiences. The fighting styles of Judo, Karate, Kung Fu, as well as the internal style of Tai Chi, have demonstrated a strong influence on fighting and self defense in Western culture. This First Year Seminar examines how Asian martial arts function within American culture by investigating topics such as self defense, military strategy, health and fitness, competitive fighting, and popular entertainment.

Instructor: Torres.

FYS 086 - Propaganda ()

What is propaganda? What are some of the most common propaganda techniques? How, if at all, does propaganda differ from other forms of persuasion? Is the use of propaganda to influence opinion always ethically suspect? How is it suspect? Is it possible that propaganda could be used to communicate accurate information, or must propaganda always be misleading? This First Year Seminar examines these and related questions from an historical, sociological, psychological and philosophical perspective.

Instructor: Shieber.

FYS 087 - Sustainable Cities: Urban Infrastructure and Equity ()

Civil infrastructure (also known as “the built environment”) undergirds every aspect of our lives. However, the relationship between people and infrastructure is bi-directional - we shape our infrastructure and our infrastructure shapes us. Sometimes it is destructive (for example in urban renewal) and sometimes it is more synergistic. This course helps students develop a framework for understanding these relationships and prepares them to engage in public discourse around civil infrastructure.

Instructor: Sanford.

FYS 088 - Communicating with the Dead ()

People from many times and places communicate with the dead through seances, prayer, spirit channeling, ghost hunting, ancestor veneration, and in many other ways. In this seminar, students examine various academic and popular sources to understand why the living often maintain active relationships and colloquies with ancestors, saints, ghosts, and other deceased people. Ultimately, this phenomenon can tell us much about the needs and desires of the living in diverse cultural and historical contexts.

Instructor: Hendrickson.

FYS 089 - Virtue ()

We will approach the topic of virtue from both a theoretical and a practical perspective. The course will be structured around inquiries into the nature and causes of different sorts of human behavior, from self-discipline and studiousness to anger and resentment. Students will critically consider their own motivations and the causes of their actions. Students will be required to engage in self-transformation projects of their own design intended to alter their own dispositions and habits.

Instructor: Gildenhuys.

FYS 091 - Serious Games and Critical Contexts ()

Video games now rival established media forms like film, television, and books. Games are not just about entertainment. Scientists, the military, and corporations have used games to develop human resources, solve research problems, and communicate persuasive messages. This class will examine the role of "serious" video games in contemporary society, considering the potential for games to

be: 1) a form of learning; 2) an act of political persuasion; 3) a mode of art.

Instructor: Laquintano.

FYS 092 - Forging the Human: Sci-Fi and Fantasy in Russian and East-European Culture ()

Artists have long relied on the science fiction and fantasy genres as subtle but precise tools for social and political critique. This seminar examines 20th century literary and cinematic explorations into future worlds and fantastic transformations of humanity in the volatile regions of Russia and East Central Europe. We consider how technology, revolution, race hatred, and shifting gender norms, prompted artists to radically reimagine the boundaries of the human.

Instructor: Ceballos.

FYS 094 - Bread ()

This class is an investigation of bread. Our investigation will lead us to understand bread through the filters of science and technology, politics, art, poetry, and religion; through our own experience making and eating bread; though the methods of production and distribution of bread in local, national, and global markets. The course will unpack our relationship with bread and the many ways it informs our cultural and political worldview. As a First Year Seminar, this course aims "to introduce students to intellectual inquiry by engaging them as thinkers, speakers, and writers."

Instructor: Gil.

FYS 095 - Visualizing Immigration ()

How is the figure of the immigrant portrayed and construed in the media? How do visual representations of immigration reinforce, disrupt, unravel, or dispel stereotypes of minorities? In this course we will explore the reciprocal relations between visual images (film, political cartoons, photography, and news footage) and perceptions about immigration, and we will analyze the role and the power of the media in defining the "other."

Instructor: Stafford.

FYS 098 - Misadventure ()

A sense of adventure compels people to explore uncharted territory, climb high peaks, and cross stormy seas. In the words of John Muir, “the mountains are calling and I must go”—but what happens when things go wrong? Guided by geologic principles, historical context, and adventures of your own, you will analyze non-fictional accounts of misadventure driven by human error in dynamic landscapes. Were the risks worth the rewards—and who are we to say?

Instructor: Carley.

FYS 102 - Color: A History of Making and Meaning ()

Learn about the tantalizing history behind some of your favorite colors. Together we will travel to the lapis mines of Afghanistan in search of ultramarine blue and trek across the deserts of Mexico to find a tiny insect that fueled a global market in carmine red. We will study medieval recipes for pigments, read about the human cost and history of producing color, and discuss how this background impacts our understanding of material culture. This seminar will include hands-on instruction and assignments.

Instructor: Hupe.

FYS 106 - Mate Choice: From People to Peacocks ()

Sexual reproduction is a driving factor in the animal world, but how do the principles of mate choice apply to humans? In this course, students will investigate the underlying biology of mate choice in non-human animals, and assess if these principles can be applied to humans as well. Students will then examine this topic from additional perspectives, including how social factors and laws affect both short and long term mate choice decisions in humans.

Instructor: Butler.

FYS 109 - Understanding Design ()

We are surrounded by spaces and objects that were designed to serve one or more purposes, but not all designs are successful. By learning about what makes the design of a space or object successful and by looking closely at the designs we encounter, we can gain a new understanding and appreciation for the ordinary and extraordinary objects and places in our lives. In this seminar course, students use sketching, writing, reading, and discussion to develop their ability to observe, describe, and evaluate the designs we encounter in our everyday lives.

Instructor: Roth.

FYS 111 - Social Justice and the Birth of the Interfaith Movement ()

Beginning with the World's Parliament of Religions in 1893, interfaith dialogue and cooperation has been an important part of our understanding of the role of religion/spirituality on a global state. Understanding religious and spiritual traditions around the world through engagement in interfaith and interreligious dialogue is becoming an increasingly vibrant and integral part of a liberal arts curriculum. This First Year Seminar will explore social justice issues through the lens of the interfaith movement.

Instructor: A. Hendrickson.

FYS 113 - Why Peace Fails ()

This FYS explores the origins of war from an interdisciplinary perspective. With a primary focus on large-scale interstate wars, this course will survey a wide-range of reading materials about the causes and consequences of war. We will investigate the role of various domestic actors, economic interests, nationalism, diversionary tactics, and great power rivalry. We will also utilize a variety of films, documentaries, and war games and discuss nuclear proliferation, ethnic and regional conflicts. We will examine causal claims about the outbreak of war at different levels of analysis: the individual/group level, the state level, and the international system level. Throughout the course, we will apply these theoretical perspectives to historical and contemporary examples, including World War I, the Korean War, the Vietnam War, and Russia’s Invasion of Ukraine.

Instructor: Cho.

FYS 114 - The Values of Cinema ()

Learn how to look at works of cinematic art in an informed and reflective way. We will emphasize the importance, to properly understanding and evaluating a movie, of considering all of its cinematic features, including genre,

relationship to other works, screenplay, camera work, music, etc., and of becoming informed on whatever is relevant to the content conveyed-all features that a casual viewer might miss. The seminar includes film screenings outside of regular class time.

Instructor: Giovannelli.

FYS 117 - Demonstrating Science ()

Scientific demonstrations are used in lectures, science museums, and television shows to explain scientific principles and inspire wonder about science. How important are such demonstrations to a true understanding of science? Is seeing believing? Is seeing understanding? In this course we will explore the science behind some popular demonstrations and consider the ways in which such demonstrations have educated, obfuscated, or inspired their audiences.

Instructor: Boekelheide.

FYS 118 - Fear ()

Fear is a pervasive aspect of society. Since the events of 9/11, issues surrounding fear, terror, and personal and national security have become nightly news as well as the foundation for a new national policy. TV shows with fear-based plot features have proliferated. This seminar takes an interdisciplinary approach to the understanding of fear as a primary emotion and as an influence in society. Through discussion, reading, writing, presentation, and other assignments, students examine fear critically from scientific and sociological perspectives.

Instructor: Reynolds.

FYS 122 - Psychology and the Media ()

The media has powerful effects on our beliefs, attitudes, and behaviors. In turn, psychology can help us understand how we consume and relate to the media. This seminar will introduce students to the wide variety of ways in which media and psychology interact. Selected topics include advertising and persuasion, self-help forums and mobile health, news coverage of psychology-related stories, media depictions of violence, and how psychopathology is (mis)portrayed in various media outlets.

Instructor: Wenze.

FYS 124 - Meaning and Morality in Fiction ()

Have you ever been captivated by a book or movie? This seminar explores the complex nature of enjoyment of fiction, including such paradoxes as being moved by fictional entities we do not even believe to exist and deriving pleasure from fiction that scares or saddens us. Students compare their engagement with fiction to childhood games of make-believe, and ask whether a work's moral failings are grounds for condemning its aesthetic value.

Instructor: Gilligan.

FYS 125 - Love and War in Indian Thought ()

This course focuses on a close reading of one of the classic texts of the Indian tradition, the Bhagavad-Gita, placing it within its contemporary context (that of India, ca., 200 C.E.), but also attending to its effects on modern thought. Along with the original texts, this course draws on a wealth of Indian and non-Indian materials-from artistic representations to elements of popular culture-in exploring the Gita in terms of both text and context.

Instructor: Tull.

FYS 127 - Self and Other in Historical Asian Thought ()

This course follows the path of ideas about the self and society outside Western textual traditions. Focusing on exchanges of ideas in selected Asian traditions, we will consider diverse ways of thinking about our own identities and how they relate to our social lives. Along the way, we will hopefully also come to question some of the assumptions we have about who we are and how social life works.

Instructor: Gallemore.

FYS 129 - War Stories ()

Through the analysis of firsthand nonfictional or autobiographical accounts of war, students will gain a better understanding of the physical, psychological, and emotional impact that war has on both combatants and noncombatants. Course materials, which include letters, diaries, interviews, narratives, and novels, are drawn from a wide variety of wars and emphasize the experiences of individuals of different nationalities, classes, religions, races, and genders.

Instructor: DeVault.

FYS 131 - Order and Justice in the World Community: The Resolution of National Disputes ()

This seminar takes a comparative approach to explore how different societies deal with internal conflicts resulting from religious, linguistic, racial, or other divisions. By identifying several prominent conflicts and analyzing ways to solve them-through power sharing (e.g. Belgium), federalism (e.g. Canada), minority recognition (e.g. Spain), etc.-we explore the goals of solutions, particularly in terms of justice and order.

Instructor: Peleg.

FYS 132 - Pursuits of Happiness ()

What is happiness? How should we pursue it? Are we misguided in our expectations of happiness? Conversations about happiness extend beyond the fields of philosophy and religion, as psychologists, economists, and neuroscientists grapple with defining and measuring this often elusive state of being. We will enter this age-old conversation and examine happiness from a multidisciplinary perspective. Throughout the course, we will engage with a wide range of texts, exploring both the internal and external conditions that may shape happiness for the individual and society.

Instructor: Paddock.

FYS 136 - Learning Science ()

Learning is central to our lives as students, professors, and citizens. This seminar will focus on the science of learning and how it is applied by individuals and institutions. Sources drawn from psychology, sociology, and other social sciences will inform our discussion of how you can improve your own academic performance and how institutions of higher education can support those goals.

Instructor: Talarico.

FYS 138 - Theater and Social Justice ()

For thousands of years, the theater has both entertained and provided a forum in which social issues can be explored. This seminar will investigate, through readings and performances, how theater provides an immediate and strong voice to debate social and political problems. Students will have opportunities, through writing, discussion, and theatrical performance, to explore social and political issues and the ways in which dramatic works can inspire social change.

Instructor: Lodge.

FYS 141 - The Mathematics of Social Justice ()

Alexander Hamilton said, "The first duty of society is justice." Today there is vociferous argument about the prevalence of justice. To what degree is society just? Are there practical ways to make it more just? This course considers the importance of understanding data and applying mathematics to ask these questions and to explore meaningful answers. Using mathematics that everybody is taught, we'll try to make sense out of conflicting opinions, so as to discover the importance of quantitative literacy for all citizens in a democracy.

Instructor: Root.

FYS 143 - Coffee ()

Coffee has a ubiquitous and somewhat unique role in our society. While some tend to think of it merely as a vehicle for caffeine, it is also the basis on which cafe culture originated and exists, a highly-traded commodity crop with huge economic impacts and worldwide sourcing, and a finely-calibrated culinary subfield that draws on myriad engineering and chemical approaches to generate wildly different sensory experiences. The sheer level of integration of coffee into every aspect of our lives makes it a highly suitable interdisciplinary topic to consider and explore. This course aims to train students in information literacy via the investigation of coffee from several scholarly angles: a social approach, where students ask themselves (and others) the values and importance of the ritualistic nature of coffee and how it fits into their everyday lives; a scientific approach, where different flavor and texture experiences are explored; an engineering approach, where aspects of a coffee extraction are modulated to yield vastly different results; and finally, a humanist approach, which ties together what they have observed over the semester, and asks them to express their ideas of what defines a positive coffee experience.

Instructor: Woo.

FYS 144 - Making Sex: History of Sexuality ()

Sexuality is often thought as ahistorical—something fixed and natural that does not change through time and place. Yet, just like any other human activity, sexuality is a social, and therefore historical, phenomenon that is shaped by culture, politics, and society rather than simply biologically based. Using a historical approach, this course explores how different societies have constructed sexuality, how they have regulated sexual behavior, and how people have responded to this regulation.

Instructor: Sequin.

FYS 145 - Quilts: Fabric that Communicates ()

Beginning with the history of quilting and its impact on American folk art, this course covers how quilts have been used as a means of expression and communication. The multimedia class offers hands-on quilting education, guest speakers, and films. The class explores color theory and fabric patterns, styles of quilts, quilts in different cultures, and quilts in literature. This class will test your artistic ability while simultaneously challenging your intellectual senses.

Instructor: Piergiovanni.

FYS 148 - Melding Mind and Machine ()

From gaming to restoring motor activity, Brain-Computer Interface (BCI) has provided humankind with an alternate means to control an external device. Invasive and Non-Invasive BCI devices use detected brain activity to control assistive devices, such as a robotic arm, wheelchair, or game controller. In this seminar we will explore the ethical considerations surrounding the research and development of BCI technology as we continue to blur the lines between human and machine.

Instructor: Gabel.

FYS 150 - A Plastic World ()

Plastic: Greatest technological advance of the 20th century or ecological scourge? Plastics, or polymer, are so pervasive in our everyday lives that their use and disposal often are taken for granted. As a result, their environmental impact is scrutinized heavily. In this course, we will discuss the science, history, pop culture, and social impact of this controversial material. Most importantly, we will think critically about the future of plastics in the context of environmental concerns.

Instructor: Van Horn.

FYS 151 - In the Media ()

Movies, social media, newspaper articles, and television can inform, transport, and entertain. Documentaries often lay out ethical, leadership, business, or government controversies, but these issues arise in fictional work as well, such as the movie Inception. In this course, students use various media products as the starting point for discussions of ethical standards and normative claims.

Instructor: N. Crain.

FYS 153 - Designer Genes: The Science and Ethics of Genome Editing ()

Scientists have developed tools to directly manipulate DNA, but should we use them? In this FYS, we will examine the history of attempts at genetic modification leading up to the technologies available today. We will work along the way to separate fact from fiction in the public discourse on this topic and explore the broad range of considerations beyond just the science going into decisions about where to draw the line on allowable genetic modifications.

Instructor: Stawicki.

FYS 156 - Narratives of Mental Illness ()

Obsessive-compulsive disorder, Tourettes syndrome, depression, eating disorders-this seminar introduces students to a wide range of texts (memoirs and first-person narratives, films, painting, and medical and philosophical treatises) that focus on the experience of living with mental illness. Particular attention is paid to the style and form of textual representations of psychological disorders, as well as to the cultural and philosophical questions such texts raise about the very category of "mental illness."

Instructor: Cefalu.

FYS 157 - Islands and Isolation ()

Islands are, almost by definition, unique. While being temporary homes to an increasing number of tourists, they also harbor endemic biological oddities and are among the most fragile ecosystems on Earth. This seminar examines the situation of isolation across the fields of geology, evolutionary biology, human geography, and literature. Topics include the dynamics of isolated populations, the historical importance of islands, and the effects of isolation on culture and the human psyche.

Instructor: Sunderlin.

FYS 158 - Nonviolence: Theory and Practice ()

This course explores both the theoretical development of nonviolence and the practice of nonviolence as a means for waging and resolving conflict. Using the examples of Mohandas Gandhi and India's independence movement, the 1989 revolutions in Eastern Europe, the power of music in the anti-apartheid movement in South Africa, as well as the personal testimonies of individuals and various groups pursuing nonviolent change in the Lehigh Valley, this course explores the principles of nonviolence in action.

Instructor: Fabian.

FYS 161 - Songwriter's Voice ()

In this course we will examine songs and songwriters with an eye/ear for how music and lyrics come together to create songs of social relevance. We will see how songwriters like Bob Dylan, Bob Marley, Dar Williams, and Kendrick Lamar use music to impart important social issues to their listeners. We'll look at song lyrics and music, as well as learn from visiting artists, to gain a deeper understanding of how music and lyrics can come together to create songs that matter. Students will also have the opportunity to try their own hand at songwriting, either individually or collaboratively.

Instructor: Torres.

FYS 162 - Music in European Society ()

The course does not assume knowledge of music on the students' part; nor does it require that they master notation or become conversant with musical analysis. Rather, the course examines developments in European history that have left their traces in the music. It relates music to developments in European culture and explains the distinctive characteristics of the music of a period in relation to those larger developments that underlie its cultural productivity.

Instructor: Cummings.

FYS 165 - Stories from the Archive ()

How do we tell stories about the past? How do we find things to tell stories about? These two questions form the core of this seminar, which introduces students to methods of archival research as well as practices in writing academic and creative narratives based on that research. Readings in history and historical fiction, film screenings, and field trips to historical sites will be among the assignments that build into students' individual projects.

Instructor: Phillips.

FYS 166 - Atheists, "Nones," and the "Spiritual But Not Religious" ()

One of the fastest growing groups globally is people who identify themselves as having no religious affiliation. In this course, we'll learn more about these "nones," from atheists and agnostics to those who call themselves "spiritual but not religious." Using contemporary and historical examples from around the world, we explore the long and colorful history of critiques of organized religion and the alternative ways of understanding the world and building communities that "nones" have proposed.

Instructor: Rinehart.

FYS 167 - Animals in History ()

How have "animals" and "humans" made history together? How can we think and write about history beyond the human? Through the reading and writing assignments in this course, students will reflect on their own understandings of human-animal relationships over the last several centuries in cities, entertainment, food, empire, and the "wild." We will approach these questions through various lenses: environmental history, cultural history, disability studies, political anthropology, and the history of capitalism.

Instructor: Zallen.

FYS 169 - The 1960s: The Causes and the Effects of Social Change ()

The Civil Rights Movement, the Antiwar Movement, the Space Race, and, of course, Sex, Drugs and Rock 'n Roll...Through an examination of written and oral histories, documentary film, the poetry, music and visual arts of the Sixties, students will explore the underlying causes for change during the nation's most tumultuous decades. In addition to the causes, students will determine for themselves the influences that the 1960s have had on the present day.

Instructor: Newman.

FYS 171 - The Sounds of Silence ()

Is silence a rare commodity in the Information Age? Is "noise" everywhere, or do sound and silence emerge in patterned ways? Are all silences identical? This course explores the many "sounds" of silence. We seek it at a meditation class, and consider how it structures everyday conversation and even life on a college campus. We turn to conspiracies of silence, and ask how social silencing works: who silences whom, how, and why?

Instructor: Andrea Smith.

FYS 173 - Latinx ()

Popular media from the news to film is filled with references to Latinos and Latinas, but what do we really know about them? This course explores the Latinization of the United States, highlighting the social, demographic and cultural forces that have shaped Latino/a experiences in recent decades. Specific course content includes social scientific studies of Latino/a immigration and community formation, and representations of and by Latinos/as in novels, essays, TV and movies.

Instructor: Donnell.

FYS 174 - This IsYour Brain on Drugs ()

How does our culture view drugs, drug use, and the effects of drugs on our brains and behavior? In this course we will consider a range of perspectives on the issue from biology, neuroscience, psychology, and philosophy. We will also consider how scientific and popular debates have changed over time. Working in small groups, students will research a specific drug and at the end of term present their case for legalizing the drug or not.

Instructor: Dearworth.

FYS 175 - Science or Pseudoscience? ()

Many of today's important issues have a scientific component. From global warming to personal nutrition and health, and everywhere in between, scientific-sounding claims are made to bolster arguments and persuade readers and consumers. How can we sensibly distinguish genuine science from pseudoscience? In this course, we will examine what distinguishes science from pseudoscience, and why it matters. Students will observe claims, in advertising and the news, investigate them, and report on their findings.

Instructor: Dougherty.

FYS 179 - Leveraging Social Entrepreneurship to Alleviate Poverty and Unfreedoms ()

Market-based social entrepreneurship as an approach to addressing poverty, unfreedoms and the lack of localized agency among the poor in economic development has seen a rise in prominence. This is often attributed to the failures of national governments, multi-lateral agencies, and conventional philanthropy to respond dynamically to the challenges posed by changing global and technology landscapes. These failures also reflect a reliance on an outmoded development paradigm that is both inattentive and unresponsive to the modern needs of income poor people to be primary owners of their development experiences, a possibility made more realistic because of globalization and technological change. In essence, as first noted by Adam Smith and reported in Amarta Sen, freedom of exchange and transaction is in itself part and parcel of the basic liberties that people have to celebrate, and as Sen himself points out, "the freedom to participate in economic interchange has a basic role in social living."

Instructor: Hutchinson.

FYS 180 - From Fred Rogers to Taylor Swift: the Influence of America's Public Theologians ()

"Breathe in, breathe through, breathe deep, breathe out." ~ Taylor Swift.
"You are loved just the way you are." ~ Fred Rogers.
Public figures like Taylor Swift and Mister Rogers, are people who help to embody, identify, and evaluate how theological traditions often influence public narratives. While such figures typically are not professional theologians, they can be understood as "public theologians," i.e., celebrities, media personalities, activists, and artists whose work engages significantly with a wide variety of spiritual, religious, and ethical themes.
Students in this FYS will consider how public theology and the work of public theologians shape culture and policy in the United States. Students will analyze and critique how public theologians call upon communal resources, insights and values to contribute to the welfare of society.

Instructor: Hendrickson.

FYS 183 - A Sense of Place: Gender, Environmentalism, and the First-Year Experience. ()

This course is intended to challenge you, as first-students who have left home perhaps for the first time, to think about what it means to belong to a place. In the weeks and months ahead of you, you will have to navigate a new space and carve new identities for yourselves-as students, roommates, sons or daughters, citizens-from within this space. This course will ask you to reflect openly on your own experiences and to look beyond them as well.

Instructor: Gilligan.

FYS 188 - The Participation Economy ()

Public participation is celebrated everywhere, from large corporations to the IMF. New technologies have given everyday people a chance to share their opinions at formerly unheard-of scales. But some worry that all of this engagement isn't really about empowerment. Looking to the past, how have activists influenced market activity? Why have corporations invested in populist mobilization? This FYS investigates the dynamic relationship between markets and movements over the two last centuries.

Instructor: C. Lee.

FYS 189 - Silk Roads and Sea Routes: East-West Trade and Intercultural Exchange in Pre-Modern Times ()

From the 2nd c. BCE to the 15th c. CE, the Eurasian continent was profoundly transformed by the "Silk Roads," a series of overland and maritime trade routes stretching between China and Rome. This course will explore not only the exotic goods that were traded, including silk, porcelain, gold, and even horses, but also the transmission of religious beliefs (Buddhism, Islam, and Christianity), artistic and musical practices, and technologies between peoples of vastly different cultures.

Instructor: Furniss.

FYS 192 - Facing the Fetus: Perspectives on the Abortion Controversy ()

Is abortion moral? Should it be legal? Is the availability of abortion required for the exercise of liberty and the achievement of equality? How are debates about these questions mobilized in the political arena? This course will examine philosophical, legal, and political perspectives on the abortion controversy.

Instructor: Silverstein.

FYS 193 - Meaning in Light: Cinema and Philosophy ()

Film's potential to help us gain philosophical understanding and achieve personal, moral growth have been subject to intense scholarly investigation. In this seminar, we will explore a few fundamental issues regarding life's meaning and value with the help of films, while inquiring into whether and how film as art can contribute to knowledge and moral understanding. Assignments include readings mostly drawn from contemporary philosophy and film viewings to be completed outside of class.

Instructor: Giovannelli.

FYS 195 - Russia Today Through Fiction and Film ()

“A riddle wrapped in a mystery inside an enigma.” This is how Churchill described Russia a century ago. In our own time and in a new era of Russian aggression, this seminar immerses students in the world of Russian culture, history, and politics through critical analysis of its internationally acclaimed fiction and cinema. How has the Putin era challenged, reshaped, and coopted what for some is Russia’s most important export: its culture?

Instructor: Ceballos.

FYS 196 - Exploring Chinese Culture ()

What does it mean to be Chinese? What are some central aspects of Chinese culture? How do the traditional values and beliefs continue to shape contemporary China? Tailored for students with limited exposure to Chinese culture, this seminar will provide the students with a grasp of significant cultural achievements in China and the critical vocabulary that is essential to discuss and analyze Chinese culture and related issues in an intelligent and informed manner.

Instructor: Luo.

GEOL - Geology and Environmental Geosciences

GEOL 100 - Introduction to Geology: From Fire to Ice ()

A broad introduction to the geological processes acting within the earth and on its surface that produce volcanoes, earthquakes, mountain belts, mineral deposits, and ocean basins. The course considers the dramatic effects of plate tectonics, as well as the enormous periods of time over which geologic processes take place, also familiar features of the landscape formed by landslides, rivers, groundwater, and glaciers. Practical aspects are learned through discovery-oriented laboratory exercises, which include several field excursions. Lecture/laboratory. Preference to first- and second-year students, geology majors, and environmental science minors. [NS]

Instructor: Carley.

GEOL 110 - Introduction to Geology: Environmental Geology ()

From human perspective on the earth's surface, the planet appears almost infinite. From an Apollo spacecraft, however, earth is simply a larger spaceship with more resources, but nonetheless finite. The course examines the interplay between land-use activity and geologic processes such as flooding, shoreline erosion, and soil erosion. Students explore groundwater resources, geological constraints on waste disposal, and impacts of resource utilization, such as acid rain and the greenhouse effect. Lecture/laboratory/ field excursions. Preference to first- and second-year students, geology majors, and environmental science minors. [NS]

Instructor: Germanoski.

GEOL 115 - Introduction to Geology: Earth-Evolution of a Habitable Planet ()

Earth's climate has changed dramatically over its history, moving between completely ice-free intervals to periods of global glaciations. How and why did these major climatic changes occur? What can history teach about the future of the climate? This course identifies the major components of the climate system and explores factors and processes that influence the system over a variety of timescales. Using major lessons learned from Earth's history, this course considers the climatological impact of human activity in this century and examines current ideas about the climatic future. [NS]

Instructor: Staff.

GEOL 120 - Introduction to Geology: Geological Disasters-Agents of Chaos ()

Earthquakes, volcanic eruptions, landslides, hurricanes, floods, tsunamis, and asteroid impacts are all part of the geologic evolution of the earth. For many different reasons, humans are exposed to the often severe consequences of living in areas vulnerable to the violence of nature. This course examines these processes from both scientific and personal perspectives to understand why and where they occur and how human activity has interfered with natural processes, perhaps making the planet more prone to disaster. Lecture/laboratory. Preference to first- and second-year students, geology majors, and environmental science minors. [NS]

Instructor: Malinconico.

GEOL 130 - Introduction to Geology: Dinosaurs, Darwin, and Deep Time ()

Human occupation of this planet has been confined to the amazingly brief, last sliver of geologic time. This course is an introduction to the immensity of deep time before our existence. The class explores how the history of gradual processes, exceptional events, and biotic evolution has shaped our world and, ultimately, us. Course topics include the fundamentals of earth materials, plate tectonics, and paleobiology. [NS]

Instructor: Sunderlin.

GEOL 140 - A Geologic Exploration of New Zealand's Dynamic Landscape ()

Students will explore the diverse, dynamic geology of New Zealand -- a landscape shaped by a unique tectonic setting, seismic and volcanic activity, glaciers, and high-energy braided rivers. On the North Island, students will learn about volcanoes and geothermal features that rival Yellowstone. On the South Island, students will explore the Southern Alps and their highly deformed rocks, caves, glaciers, and rivers. Throughout, students will learn about interactions between geology, water, climate, and life. [NS]

Instructor: Staff.

GEOL 150 - The Geologic Evolution of the Hawaiian Islands ()

This course provides students with an understanding of how volcanic, geomorphic, and coastal processes have shaped, and continue to shape, the Hawaiian Islands. The course focuses on volcanism, land form development, and coastal processes. The Hawaiian Islands provide a unique opportunity to study active volcanic processes building the islands in conjunction with geomorphic processes that alter the volcanic landscape. The Hawaiian landscape ranges in age from 25 million years to minutes old. Students see volcanic processes creating the islands and how the soils, landscapes, and coasts have evolved through time. [NS]

Instructor: Germanoski, Malinconico. Offered: Interim Session.

GEOL 160 - Geology from A (Arches) to Z (Zion): The Geology of National Parks in the Western United States ()

Students develop an understanding of basic geological processes and how they shape the Earth by visiting different national parks in Colorado, Arizona, New Mexico, California, and Utah. Topics covered in an introductory geology course are learned in an experiential field experience instead of typical lecture-lab. For example, in the canyon lands (Grand, Bryce, and Zion) students examine the fossil record preserved in the rocks; in California, they study geological hazards (earthquakes, landslides, and volcanism) by field studies of the San Andreas Fault, mass-wasting in Pt Reyes National Seashore, and volcanism at Lassen volcano. [NS]

Instructor: Malinconico, Sunderlin. Offered: Interim Session.

GEOL 170 - Geological and Paleobiological Evolution of Ecuador and the Galapagos Islands ()

This course will examine the coupled natural history of earth and life over geological time scales. We will focus on the origin of oceanic crusts and hot spot island archipelagos, the development of continental mountain ranges, and the relationship of geological processes to biogeography and biological evolution. [NS]

Instructor: Malinconico, Sunderlin, Hill. Offered: Interim Session.

GEOL 180 - Iceland: Geology and Natural History of a Young Island ()

Iceland is a geologically new and unique island. The dynamic glacial environments, sub-polar climate, and thunderous river systems of the country sit atop an active volcanic system on a divergent plate boundary. This intensive field course explores the geological processes that shape the island's landscape and the climate and life of a sub-polar biome. The course also addresses aspects of Iceland's human ecology from its early settlement to modern issues of energy, agriculture, and sustainability. [NS]

Instructor: Sunderlin, Malinconico.

GEOL 190 - Climate Change and Human Civilizations ()

All organisms are sensitive to their environment. Humans are no exception. Using scientific and historical sources we will examine the relationship between climate and humans throughout human history. In addition to a brief introduction to the Earth's climate system and several case studies of the impacts of changing climate on past human societies, this course will explore modern human-induced climate change and consider what lessons might be learned from the experiences of our ancestors. [STSC]

Prerequisite: A 100-level laboratory science course, preferably in Geology. Instructor: Staff.

GEOL 191 - London & the History of Natural History ()

London is a hub for the science of natural history. Indeed the foundations of modern geological and evolutionary thought were put through the mill of intellectual discussion here, and these ideas emerged to change the world. In addition to concepts in historical geology and evolutionary biology, this course will explore London's societal context, significant people, and their essential ideas that have so influenced the history of natural history and the scientific revolution. [STSC]

Instructor: Sunderlin.

GEOL 195 - The Earth in Eruption: Physical Volcanology ()

More than 500 million people live near the more than 1500 known active volcanoes and are constantly facing serious threats from eruptive activity. This course is a comprehensive overview of the processes that control when and how volcanoes erupt. We will focus on where volcanoes occur, what makes them erupt and the nature of volcanic eruptions and their products and how they differ, and finally on how volcanoes affect humans and the environment. Preference to first- and second-year students [STSC]

Prerequisite: Any 100 level Geology course. Instructor: Lawrence, Malinconico.

GEOL 200 - Earth and Planetary Materials ()

Introduction to the crystallographic, structural, and chemical characteristics of rock-forming minerals. Consideration of the processes and variables that control mineral formation. Igneous, metamorphic, hydrothermal, and sedimentary environments in which common minerals form. X-ray powder diffraction techniques used to identify earth materials and to determine unit-cell dimensions. Laboratory includes discovery-oriented exercises in X-ray diffraction, mineral identification, and crystallography, as well as high-temperature experiments in phase equilibria. Lecture/laboratory.

Prerequisite: Any 100-level geology course and elementary chemistry, or permission of instructor. Instructor: Carley.

GEOL 205 - Oceanography ()

This course explores the physical, chemical, and biological systems of the oceans and human impacts on these systems. Topics include the origin of the oceans, marine geology, ocean circulation, ocean exploration, coastal and open ocean processes, and marine ecosystems. Through a series of case studies we will examine the impacts of humans on marine environments at both the global and regional scales. Priority given to geology majors, environmental science and studies majors, and first- and second-year students.

Prerequisite: Any 100-level geology course or permission of instructor. Instructor: Staff.

GEOL 210 - Hydrogeology ()

The study of groundwater occurrence, flow, quality, and utilization. The characteristics of the geologic environment which determine the hydrogeologic system are discussed. Principles of groundwater flow, surface water and groundwater interaction, aquifer response to pumping, and regional groundwater flow are examined. The course also focuses on groundwater contamination and remediation (clean-up"). Field projects use a well-field at Metzgar Fields and local remediation sites. Lecture/laboratory.

Prerequisite: Any 100-level Geology course. Instructor: Germanoski.

GEOL 211 - Rivers and Watersheds: Form and Function ()

This course examines the role of rivers in the landscape within the context of their watersheds. Through a combination of lectures, field and lab exercises, and research

projects, students will explore the relationships between river hydrology, river morphology, sediment transport, and watersheds. The course will also evaluate how dams and other human disruptions can disturb the natural equilibrium in these dynamic systems. In addition to theses scientific approaches, the course will also consider rivers as a focus of philosophical and artistic expression.

Prerequisite: EVST 100 or GEOL 110 or CE 321 or permission of instructor. Cross-Listed as: EVSC 211. Instructor: Germanoski, Brandes.

GEOL 215 - Sedimentology and Stratigraphy ()

Sediments and sedimentary rocks record information about Earth's surface environments and their change through geologic time. This course is a detailed study of the development and structure of both sedimentary deposits and the stratigraphic record. Focus topics include modern and ancient depositional systems, field stratigraphy, and basin analysis. [W]

Prerequisite: Any 100-level geology course or permission of instructor. Instructor: Sunderlin. Offered: Spring.

GEOL 229 - Geographic Information Systems and Remote Sensing in the Geosciences ()

A broad introduction to the use of Geographic Information Systems (GIS) within the geosciences. The relationships between geography, geology, and society will be pursued. Students will be exposed to both pertinent computer and analytical skills common to GIS, including both field and computer based projects that explore spatial data (regions, rocks), and their associated attributes (feature data).

Prerequisite: Geology 100-level course, or permission of the instructor. Instructor: Wilson.

GEOL 300 - Earth Surface Processes ()

Comprehensive analysis of geological processes that produce, maintain, and change the earth's surface. Topics include tectonics and land forms, rock weathering, soil development, hill slope processes, and river and glacial erosion and deposition. Explore where earth surface processes and land forms are viewed as interacting components of a complex system. The operation of geomorphic systems is examined from a process-response perspective. Laboratory includes map and aerial photo analysis as well as field work and a project. Lecture/laboratory. [W]

Prerequisite: Any 100-level geology course. GEOL 200 and GEOL 317 are recommended. Instructor: Germanoski.

GEOL 307 - Igneous and Metamorphic Petrology ()

An examination of igneous and metamorphic rocks as records of the crustal evolution of the earth. The origins and existence of these rocks are examined in view of chemical phase equilibria and igneous and metamorphic processes. Laboratory work emphasizes the identification and classification of igneous and metamorphic rocks using hand samples, thin section identification, X-ray powder diffraction, analytical techniques, and field relationships.

Prerequisite: GEOL 200. Instructor: Carley.

GEOL 315 - Paleoclimatology and Paleoceanography ()

Understanding Earth's climate system and predicting future climatic change requires both the study of the climate processes that operate within the Earth system as well as detailed studies of climate changes in the past. Direct human observations of climate have captured only a very small fraction of the potential range of Earth's climatic variability. In contrast, the geologic record provides a rich archive of past variations in climate. In this course, we will explore the processes that control Earth's climate, investigate and interpret the geologic record of past climatic changes, and examine methods used to reconstruct past climates. [W]

Prerequisite: GEOL 115, GEOL 130, or GEOL 205 or permission of the instructor. Instructor: Staff.

GEOL 317 - Structure and Tectonics of the Earth ()

An examination of global tectonics and the response of rocks to stress at all scales, with an emphasis on an understanding of the relationship of structural geology to tectonic theory. This includes a systematic study of folds, faults, joints, foliations, and lineations from which the geometric relationships and deformational history of the earth's crust can be deduced. Lecture/laboratory/required weekend field trips. [W]

Prerequisite: Any 100-level geology course. GEOL 215 (or concurrent) recommended. Instructor: Malinconico.

GEOL 320 - Paleobiology ()

An organismal and systems approach to the study of the marine and terrestrial fossil record. The course focuses on diversification and extinction of biotas in the context of the environmental history of Earth. Lecture, weekly laboratory, and one weekend field trip.

Prerequisite: Any college level Geology or any Biology course. Instructor: Sunderlin.

GEOL 321 - Geochemistry ()

Earth is shaped by geochemical interactions between the geosphere, hydrosphere, atmosphere, and biosphere. We will explore these interactions using a “source to sink” perspective, starting with magma formation (generation, evolution, and destabilization); transitioning to environmental impacts of eruptions (climate, water, soil); and finishing with the formation and use of related earth materials (clays, pigments, ores). Major themes include: solid-earth equilibria (igneous, metamorphic, sedimentary, and weathering reactions), isotopes, oxidation-reduction reactions, natural aqueous solutions, and solid-aqueous equilibria.

Prerequisite: GEOL 200 . Instructor: Carley.

GEOL 322 - Environmental Geophysics ()

Introduction to the geophysical techniques used to study large- and small-scale features and processes of the Earth. Emphasis placed on the fundamental principles of gravity, magnetism, seismology, heat transfer, and electrical methods as they apply to environmental problems through classroom lectures and laboratory and field exercises. Lecture/laboratory.

Prerequisite: Any 100-level geology course. GEOL 317 and introductory physics recommended. Cross-Listed as: CE 464. Instructor: Malinconico.

GEOL 351-360 - Geological Problems ()

Original research problems in the geosciences: environmental studies, mineralogy-geochemistry, sedimentology-oceanography, geomorphology-groundwater, structural geology-tectonics, geophysics, petrology-petrogenesis, paleontology-stratigraphy, and additional subjects of specialized interest. For advanced geology and geoscience students.

Prerequisite: Requires departmental permission. Instructor: Staff.

GEOL 495-496 - Thesis ()

Individual field and laboratory problems involving the preparation of a thesis. Open to qualified students only. [One W credit only upon completion of both 495 and 496]

Instructor: Staff.

GERM - GERMAN

GERM 101 - Elementary German I ()

Fundamentals of spoken and written language. Development of reading, writing, speaking, and listening skills. An introduction to the culture of Germany and German-speaking countries. Class/laboratory. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies.

Instructor: Staff.

GERM 102 - Elementary German II ()

Fundamentals of spoken and written language. Development of reading, writing, speaking, and listening skills. An introduction to the culture of Germany and German-speaking countries. Class/laboratory. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Prerequisite: GERM 101 or equivalent proficiency. Instructor: Staff.

GERM 108 - Independent Study Project in Beginning and Intermediate German ()

The course provides students, who take German at Jacobs University Bremen during the spring semester, with the opportunity to fulfill the German language sequence on either the beginning (GERM 102) or the intermediate level (GERM 110 or GERM 112) by completing an independent study project that has to be approved by the German instructor prior to departure. While abroad, students work under close guidance of the instructor and meet regularly using online communication media. At the end of the semester, students submit their final project for assessment by the German instructor. 0.50 credit course. [H]

Prerequisite: Permission of the German instructor and the Department Head prior to departure. Instructor: Staff.

GERM 111 - Intermediate German I ()

Review of fundamental principles of grammar and syntax and expansion of vocabulary with short literary and cultural readings. Attention to improving reading, sharpening conversational skills, and developing a deeper understanding of the culture of Germany and other German-speaking countries. Class/laboratory. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Prerequisite: GERM 102 or equivalent proficiency. Instructor: Staff.

GERM 112 - Intermediate German II ()

Review of fundamental principles of grammar and syntax and expansion of vocabulary with short literary and cultural readings. Attention to improving reading, sharpening conversational skills, and developing a deeper understanding of the culture of Germany and other German-speaking countries. Class/laboratory. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [GM2, H]

Prerequisite: GERM 111 or equivalent proficiency. Instructor: Staff.

GERM 201 - Advanced German ()

This course is designed for students who have advanced German proficiency. Intensive review and practice of fundamental principles of grammar and syntax, and the expansion of vocabulary with a variety of cultural texts. Attention to improving reading, sharpening conversational skills, and developing a deeper understanding of major historical and contemporary aspects of German civilization and the culture of German-speaking countries. [H, GM2]

Prerequisite: GERM 112 or equivalent proficiency. Instructor: Staff.

GERM 202 - Advanced German ()

This course is designed for students who have advanced German proficiency. Intensive review and practice of fundamental principles of grammar and syntax, and the expansion of vocabulary with a variety of cultural texts. Attention to improving reading, sharpening conversational skills, and developing a deeper understanding of major historical and contemporary aspects of German civilization and the culture of German-speaking countries. [H, GM2]

Prerequisite: GERM 112 or equivalent proficiency. Instructor: Staff.

GERM 211 - Advanced German ()

Students will expand and deepen their cultural literacy and interpretive skills by exploring issues of social, cultural, and political significance in German-speaking countries. Through focusing on a variety of textual materials on such topics as identity and multiculturalism, migration and immigration, matters of social justice for women and minorities in modern and contemporary Germany, Austria, and German-speaking Switzerland, students will expand their skills in understanding and using the German language in a broad variety of cultural contexts. Students will receive advanced training of the four skills (listening, speaking, reading, and writing). Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Prerequisite: GERM 112 or equivalent proficiency. Instructor: Staff.

GERM 212 - Vienna and Berlin in Architecture, Literature, and Film ()

This course focuses on Vienna and Berlin during the 20th century, and how the past shaped the present. Texts and films present the cities' fascinating art and architecture that reflect the cities' histories and help deepen our understanding of such topics as women's rights and the emergence of the "new" woman, anti-Semitism and the rise of National Socialism, forced migration, the reemergence of Austria as a neutral nation, coming to terms with the Nazi past, the second feminist movement, and challenges for today's Berlin and Vienna as world-class cities. [GM1]

Prerequisite: GERM 211 or equivalent. Instructor: Staff.

GERM 225 - Business German ()

This course is designed for students who already have a firm grasp of German language skills (e.g., based on at least four years of high school instruction). Focus on business culture, terminology, and vocabulary, and information about Germany today and other German-speaking countries and their place in both the European and the world markets. Readings of business-related texts and oral presentations. [H]

Prerequisite: GERM 112 or equivalent proficiency. Instructor: Staff.

GERM 311 - German and Austrian Identities as Reflected in Contemporary Media ()

This course studies texts from newspapers, magazines, and the Internet, and critically views newsreels and video documentaries. Focus on contemporary issues and sociopolitical developments in Germany and German-speaking countries. Emphasis on everyday conversational and idiomatic German. [GM1, H]

Instructor: Johannssen, Kogan.

GERM 312 - Exploring German America ()

This course critically examines diverse readings in German poetry, prose, and drama of the previous two centuries with a focus on critical analysis of contextual meaning and the structure of literary texts. Introduction to literary terminology and techniques of interpretation. Literature as a reflection of Zeitgeist (social taste or the characteristic spirit of the times) that gave form to the cultural outlook of an epoch or generation). [GM1, H]

Instructor: Staff.

GERM 322 - German Literature and Culture after 1750 ()

This course chronologically traces the development of forms of artistic expression in German literature, respectively within each new historical, cultural, and sociopolitical framework. Representative readings from the Classical Era of the late eighteenth century to the present. Emphasis on characteristics and trends of major literary movements. Introduction to notable modes of artistic expression such as Classicism, Romanticism, Realism, Naturalism, Impressionism, Expressionism, and Modernism. [GM2, H]

Instructor: Staff.

GERM 423 - German Literature and Culture in the Age of Imperialism ()

Highlights characteristics of social perceptions as reflected in literary movements. Analysis and interpretation of literature as a medium for critiquing historical and social developments. Literary responses to political absolutism through the growth of liberalism and nationalism. Social forces reflected in literature from the Age of Enlightenment through Storm and Stress, Classicism, Romanticism, Realism, and Naturalism. [GM2, H, W]

Prerequisite: Completion of at least one 300-level course. Instructor: Staff.

GERM 424 - From Modernism to Postmodernism and Beyond: Literature and Film of the German-Speaking World in the Twentieth Century ()

This course provides a comprehensive overview of poetry, prose, and drama of the twentieth century. Focus is on matters of literary style, as well as major social, political, and cultural movements that influenced and shaped literary and artistic expression from the turn of the century to the present. [GM2, H, W]

Prerequisite: Completion of at least one 300-level course. Instructor: Staff.

GERM 431 - Literature and Film as a Mirror of Socio-Historical Issues in the Contemporary German-Speaking World ()

This course analyzes literature after 1945, first and foremost the short story as a reflection of the forces of social change in Germany and other German-speaking countries. Emphasis is on the relationship of artistic expression and history, social issues, political conviction, and personal experience. Focus is on techniques for interpretation of literature. [GM2, H, W]

Prerequisite: Completion of at least one 300-level course. Instructor: Staff.

GERM 441 - Junior/Senior Seminar ()

This content-driven course focuses on investigations of an influential literary or intellectual movement or trend, an individual author or the study of a genre, a literary masterpiece, or a significant theme in German literature. [H, W]

Prerequisite: Completion of at least one 300-level course. Instructor: Staff.

GERM 460 - Reading and Research in German ()

This course provides qualified students with the opportunity to investigate an area of special interest. Students work on their projects independently under the guidance of their mentor and submit a research paper and/or a substantial oral presentation. Hours arranged.

Prerequisite: Permission of the research instructor. Instructor: Johannssen, Kogan.

GERM 495-496 - Thesis in German ()

Tutorial sessions related to an investigation of the specific area chosen by the student for an honors essay. Hours arranged. [One W credit only upon completion of both 495 and 496]

Prerequisite: Open to majors who are candidates for departmental honors. Permission of the research instructor.. Instructor: Johannssen, Kogan.

GOVT - GOVERNMENT AND LAW

GOVT 101 - Introduction to United States Politics ()

An examination of the American political system, its institutions and processes. Topics studied include political behavior, the Constitution, the Congress, the Presidency, the courts, and current foreign and domestic issues. Recommended to students who have not had an adequate secondary school preparation in American government. [SS]

Instructor: Kincaid, Murphy, Clarke, SoRelle.

GOVT 102 - Introduction to International Politics ()

This course reviews the main issues and problems confronted by the international system and the literature devoted to them. The course deals with phenomena such as peace and war, integration and disintegration, economic and military assistance, formulation and execution of foreign policy. Special emphasis is placed on stability and change in the global system. [SS]

Instructor: Cho, Fabian, Park, Peleg.

GOVT 103 - Introduction to Comparative Politics ()

A survey of governments and politics in the industrialized and Third World countries. The course examines the question of what it means to compare political systems and explores the historical setting, nature of political participation, political values, governmental structures, and political performance of selected countries in Western Europe, Asia, the Middle East, Africa, Latin America. [SS]

Instructor: Fabian, Stewart-Gambino, Van Dyck.

GOVT 104 - Introduction to Political Theory ()

This course introduces students to several of the most important thinkers and themes in the tradition of political theory. The topics and texts of the course vary, but students can expect to confront such issues as justice, equality, and power, and to read both classic and contemporary authors.

Instructor: Feola, Miller, Silverstein.

GOVT 207 - Racial and Ethnic Minorities in American Politics ()

This course examines the role of racial and ethnic minority groups in United States politics. We will focus on four main minority groups (Blacks, Latinos/Hispanics, Asian Americans and American Indians) assessing their access, engagement, and influence in governmental processes historically and today. Specific topics covered include: the social construction of race, how race has shaped American political institutions over time, minority political attitudes and behavior, and the degree to which racial and ethnic minorities are represented in various levels of government. A strong focus will be placed on the salience of race in the post-Obama era. [GM1, W]

Instructor: Chan.

GOVT 211 - State and Local Government and Politics ()

Examines what state and local governments do and why. Topics include state constitutions; state legislative, executive, and judicial processes and policymaking; state and local budgets, taxes, and spending; county, municipal, special-district, and school-district governments and services; state and local parties, elections, interest groups, and media; intergovernmental relations; Native American tribes, homeowner associations, and associated states; and selected policy issues such as civil rights, crime, business and economics, health care, and environmental protection. [SS, V, W]

Instructor: Kincaid.

GOVT 213 - Law and Society ()

This course explores how law shapes and is shaped by political, social, and cultural contexts. Focusing on the U.S., students will examine: formal legal institutions and actors, including courts, judges, lawyers, and police; law in everyday life, legal consciousness, and varying perceptions of law's legitimacy; and the gap between law's promise and law's practice. Special attention will be paid to the impact of racial and ethnic disparities on policing, courts, and criminal justice. [SS, GM1, V]

Instructor: Silverstein.

GOVT 215 - Campaigns and Elections in the U.S. ()

Elections rest at the heart of America's representative democracy. This course offers a general introduction to the U.S. elections, with special attention paid to electoral campaigns. We will explore such questions as: What legal structures shape how American elections are conducted. What strategies do candidates follow to win elections? What is the purpose of political parties in elections? Do race, gender, religious, and other social identities affect electoral outcomes? What role do media play in elections?

Prerequisite: GOVT 101 or permission of instructor. Instructor: SoRelle.

GOVT 218 - Politics of Public Policy ()

This course explores how politics influence each step of the U.S. policy making process. We will explore how political dynamics shape why some issues get on the agenda while others do not; why some solutions are considered and others ignored; and how citizens, interest groups, elected officials, and bureaucrats sway policy outcomes. We will examine these questions using case studies of several current economic, social, regulatory, and foreign policy issues in the U.S. [SS, W]

Prerequisite: GOVT 101 or PSTD 251 or permission of instructor. Instructor: SoRelle.

GOVT 220 - The United States and Latin American Relations ()

It is impossible to understand the expansion of the US's international role in the past two hundred years without knowledge of our country's relationship to the rest of the Americas, particularly the nations in Latin America. This course introduces students to the United States historical relationship with Latin America from the early 1800s to the present day. Students examine events and US policies from multiple ideological and national lenses, critically evaluating the debates that color so-called "objective" accounts of history.

Prerequisite: GOVT 102 or GOVT 103. Instructor: Stewart-Gambino.

GOVT 223 - Politics of Africa ()

Analysis of selected sub-Saharan states with particular attention to common institutional features such as ethnic pluralism, weak political parties, dominant public bureaucracies, dependence on external forces, and the problems associated with them, especially limited capacity to innovate, rural stagnation, ethnic competition, corruption, and military intervention. The South African situation is likewise examined.

Instructor: Staff.

GOVT 225 - Politics of Russia, the Other Post-Soviet States, and Eastern Europe ()

After a brief introduction to the political geography and history of the former Soviet Union and Eastern Europe before World War II, this course focuses on developments in this region during and after the Cold War. The final section of the course examines the post-1989/90 transition process toward democracy and a market economy in Russia, the other post-Soviet states, along with Central and Eastern Europe, including the Balkans.[GM2, SS, V, W]

Instructor: Fabian.

GOVT 226 - Political Regimes and Regime Change ()

There are two main types of political regime: democracy and everything else. Historically, democracies have differed from non-democracies in two key ways: (1) they have permitted citizens to remove governments regularly and peacefully, and (2) they have not killed large numbers of their own citizens. Why did the West democratize early? Why has most of the developing world democratized since the 1970s? Under what conditions do regimes (i.e., democracies and non-democracies) achieve long-term stability? [W]

Prerequisite: GOVT 101, GOVT 102, GOVT 103, or GOVT 104 or permission of instructor. Instructor: Van Dyck.

GOVT 227 - Latin American Political History from the Conquest to the Present ()

This course examines Latin American political history since the Iberian conquest. Topics include colonialism and its legacies, the rise of the oligarchy, industrialization and populism, Marxist revolutionary movements, military coups and dictatorships, the neoliberal turn, the third wave of democratization, the recent resurgence of the left, and the even more recent reversal of the left turn. The course employs various theoretical approached to explain broad regional patterns as well as important cross-national differences. [W]

Prerequisite: GOVT 102 or GOVT 103 or permission of instructor. Instructor: Van Dyck.

GOVT 228 - Democratization and Democratic Breakdown ()

This course examines democratization and democratic breakdown from the First Wave of Democratization (1828-1922) through the Third Wave (1975-95). We ask why stable democracies first emerged in Europe; why stable democracies broke down in interwar Europe and Cold-War-era Latin America; and what caused the Third Wave of Democratization. In closing, we discuss the democratic exuberance of the immediate post-Cold-War-period. [W]

Prerequisite: GOVT 102 or 103 or instructor's permission. Instructor: Van Dyck.

GOVT 229 - Post-Cold War Political Regimes ()

This course analyzes post-Cold-War political regimes. We proceed regionally, examining contemporary political systems in (1) Latin America, (2) Eastern Europe and the former Soviet Union, (3) sub-Saharan Africa, (4) China, and (5) the Middle East. We ask why these regions, and different countries within these regions, have different types of regime (e.g. democratic, competitive authoritarian, full authoritarian). We close by asking whether Western democracies are in crisis, and whether the post-Cold-War era is over. [W]

Prerequisite: GOVT 102 or 103 or instructor's permission. Instructor: Van Dyck.

GOVT 230 - International Politics of the Middle East and Persian Gulf ()

The course examines topics such as the Arab-Israeli conflict, the struggle for domination in the Arab World, the role of the superpowers in the region, and the politics of oil. An analysis of international political processes in some of the Middle Eastern countries is used to examine explanations for the foreign policies of these countries. The course assesses different solutions to problems confronted by the nations of the Middle East. [GM2, W]

Instructor: Peleg.

GOVT 231 - Global Environmental Politics ()

Global Environmental Politics bridges international politics and environmental issues, offering an explicit focus on environmental problems and policies in the global context. Students in this course will study the development of global environmental regimes and analyze the successes and continuing deficiencies of political responses to various environmental issues, such as air pollution, water quality, and waste management, climate change, and energy use. [SS, V, W]

Prerequisite: GOVT 102 or permission of instructor. Instructor: Fabian.

GOVT 232 - International Political Economy ()

Investigates the dynamics of wealth and power at work in the contemporary world. The course combines the analysis of politics, governance and institutions, and the production and distribution of wealth with the study of the social, cultural, and moral contexts in which power operates and wealth is created. The goal is to equip students to analyze various economic and political dimensions of the contemporary world, focusing specifically on the function and limits of the market system, the impact of the "globalization" of international trade and finance for nation-states and democratic politics, the causes of poverty and the problems of "underdevelopment" facing the world's poorest countries, the lasting impact of the 2008-2009 financial collapse and economic crisis, and the importance of relations of class, gender, and ethnicity for the distribution of wealth and power around the world.

Instructor: Staff.

GOVT 235 - International Law and Organization ()

A study of the rules of public international law, especially as they are related to the development of international organizations. Attention is paid to the emergence of global

organizations and regional organizations, including the United Nations, NATO, the World Bank, and the International Monetary Fund. Efforts to regulate and limit international conflict, within and outside of international organization, are discusses.

Prerequisite: GOVT 102 or permission of instructor. Instructor: Staff.

GOVT 238 - East Asian International Relations ()

This course explores the major analytical perspectives on the sources of stability and conflict in East Asian international relations and evaluates them by using empirical evidence from the East Asian region since the "clash civilizations" in the nineteenth century up to the current regional order. Topics for discussion include U.S. strategy in East Asia, the impact of the rise of China on regional security, nuclear proliferation, territorial disputes, nationalism, economic interdependence and regionalism. [GM2, SS]

Prerequisite: GOVT 102 or permission of the instructor. Instructor: Park.

GOVT 241 - The Politics of Fashion ()

Examining the fashion system, a multi billion dollar worldwide industry, this course raises issues of appearance, beauty, gender, and sexuality; power, liberation, and oppression; class distinctions and equality. To develop a political theory of fashion, the course studies the practice and production of clothes and style, and analyzes texts from literature, sociology, history, and cultural studies. [W]

Prerequisite: GOVT 104, or permission of instructor. Instructor: Miller.

GOVT 242 - African American Political Thought ()

This course explores classic texts, questions, and debates addressed by contemporary African American political theory. We will ask: What are the similarities, differences, and overlaps among varying strains of African American political thought? How do they each deal with core concepts of freedom, identity, citizenship, and community? How do they respond to one another through time? Throughout the course, we will consider our times in light of this history of political thought. [GM1, H, V, W]

Prerequisite: AFS 102 or A&S 214 or ENG 246 or GOVT 104 or HIST 119 or HIST 261 or PHIL 102. Instructor: Miller.

GOVT 244 - Modern Political Theory ()

An examination of selected theoretical texts from the Renaissance to the French Revolution. The separation of political theory from religious discourse, the rise of the state, and the development of liberal and democratic thought are examined. Machiavelli, Hobbes, Locke, Montesquieu, and Rousseau are usually treated. [SS, V, W]

Prerequisite: GOVT 104, or permission of instructor. Instructor: Feola, Silverstein.

GOVT 245 - Early American Political Thought ()

This course studies the theoretical and political struggle to define American politics that took place among Puritans, radical democrats, liberal individualists, and liberal nationalists. Early nineteenth-century reactions to the liberal founding are also explored. Authors studied often include Winthrop, Franklin, Jefferson, Paine, the Federalists, Emerson, and Douglass. [W]

Prerequisite: GOVT 104, or permission of instructor. Instructor: Miller.

GOVT 246 - Recent American Political Thought ()

The themes of racial conflict, equality, the rise of the state, social darwinism, education, and the changing role of women are explored. The course does not emphasize the historical contexts of ideas, but seeks to discover what is true and relevant for the present in texts written from the Civil War to the present. [W]

Prerequisite: GOVT 104, or permission of instructor. Instructor: Miller.

GOVT 248 - Capitalism and its Critics ()

This course examines both the political goods that are associated with capitalism (freedom, democracy, etc.)-and challengers (classic and contemporary) who argue that this economic form has rather more problematic social effects. We will read texts that address a wide range of questions, ranging from poverty, to capitalist labor markets, to the marketization of greater domains of life (e.g. bodily organs, water, education), to the impact of market values on democratic practice. [SS, V, W]

Prerequisite: GOVT 104 or permission of instructor. Instructor: Feola.

GOVT 258 - Political Opinion and Participation in the U.S. ()

This course examines Americans' political views and behaviors, including what citizens think about and do politically, as well as why they make the political choices they do. Topics include the causes and effects of partisanship; whether Americans' political choices are "rational"; who tends to vote (and why); the impact of values and group identities on political choices; political persuasion and influence; and the role of cognition and emotion in political decision-making. [SS]

Prerequisite: GOVT 101, or permission of instructor. Instructor: Staff.

GOVT 270 - Chinese Foreign Policy ()

This course examines the sources and conduct of Chinese foreign policy from both historical and theoretical perspectives. The first part of the course explores major factors that influence China's foreign relations, including the international system, domestic politics, and nationalism. The second half of the course turns to the practice of Chinese foreign policy over a wide-range of issue areas, such as China's relations with the United States, trade, regionalism, nuclear proliferation, energy and climate change. [SS]

Prerequisite: GOVT 102, GOVT 103, ASIA 101, or permission of instructor. Instructor: Cho.

GOVT 275 - Political Analysis ()

This course provides a practical introduction to quantitative political analysis. First, we will explore experimental research methods widely used by private companies, governments, and political organizations. Second, we will learn how to visualize political data effectively. Throughout the semester, you will study a political topic -- any topic -- of your choosing.

This course is designed to gently introduce quantitative methods to students anxious about working with data. [W, SS]

Instructor: Clarke.

GOVT 309 - Scope and Methods of Political Science ()

Acquaints students with social science inquiry-the process by which political scientists develop research questions and attempt to find answers. The course explores various approaches to political inquiry, ways to structure and critique arguments, methods to conceptualize a research question and develop causal models, means to create a testable hypothesis, and how to evaluate various methods of data collection. The final section focuses on data processing, analysis, and introductory statistics. Helps evaluate political science material and to enables them to undertake a social science research project.[W]

Prerequisite: One introductory-level course or permission of instructor. Instructor: Staff.

GOVT 310 - Politics, Policy, and Law in American Federalism ()

Explores American federalism as a system of democratic self-rule and share rule, and examines how federal-state-local government relations shape law, politics, and policy in the United States. Topics include: covenantal origins and constitutional theory of American federalism; historical transformations; legal, political, administrative, and fiscal dynamics of intergovernmental relations; and the impacts of federalism on such policy issues as civil rights, business and the economy, taxation, environmental protection, and foreign affairs. [GM1, SS, W]

Instructor: Kincaid.

GOVT 311 - Constitutional Law and Politics in the United States ()

Constitutional adjudication as a political process which generated and manages social conflicts regarding the basic allocation of governmental authority in the American system. Topics include judicial review, limits on executive and legislative power, federalism, and the court and social change. [W]

Prerequisite: GOVT 101 or permission of instructor. Instructor: Murphy.

GOVT 313 - First Amendment in the United States: Law and Politics ()

This course examines the development of constitutional doctrine as it relates to the First Amendment of the Bill of Rights. Topics include freedom of expression, church-state relations, and freedom of the press. [W]

Prerequisite: One of the following: GOVT 101, GOVT 213, GOVT 311, GOVT 314, GOVT 315, or permission of instructor. Instructor: Murphy, Silverstein.

GOVT 314 - Liberty in the United States: Law and Politics ()

Many of the social conflicts that the law considers relate to claims of right grounded upon conceptions of liberty as a fundamental value of the constitutional system of the United States. This course explores the concept of liberty, its place in United States law and politics, and its application to questions of constitutional and political rights. Topics include privacy, and criminal justice. [W]

Prerequisite: One of the following: GOVT 101, GOVT 213, GOVT 311, GOVT 313, GOVT 315, or permission of instructor. Instructor: Murphy.

GOVT 315 - Equality in the United States: Law and Politics ()

Many of the social conflicts that the law considers relate to claims of right grounded upon conceptions of equality as a fundamental value of the constitutional system of the United States. This course explores the concept of equality, its place in U.S. law and politics, and its application to questions of constitutional and political rights. Topics include discrimination on grounds of race, gender, etc., and remedial programs such as busing and affirmative action. [W]

Prerequisite: One of the following: GOVT 101, GOVT 213, GOVT 311, GOVT 313, GOVT 314 or permission of instructor. Instructor: Silverstein.

GOVT 317 - Inequality and the American State ()

This course will explore patterns of political, social, and economic inequality in the United States through the lens of the American state. Specifically, we will investigate how U.S. governmental institutions and public policies create, reproduce, or mitigate intersecting forms of inequality for individuals and groups. Topics will include how political institutions and policies regulate citizenship, rights, political participation, representation, social welfare, finance, education, incarceration, and military service. Students will also conduct original research projects. [GM1, W]

Prerequisite: GOVT 101 and one additional 200-level GOVT course or permission of instructor. Instructor: SoRelle.

GOVT 320 - The Presidency and Executive Politics ()

This course explores the dynamics of executive politics, with primary emphasis upon the structure and operation of the United States Presidency. Topics include the organization of the Presidency and the Executive Branch, models of presidential power and leadership, the process of presidential selection, relationships with other parts of the political system, and executive politics and public policy. [W]

Prerequisite: One of the following: GOVT 101, GOVT 211, GOVT 311, GOVT 321, or permission of instructor. Instructor: Clarke.

GOVT 321 - Congress and the Legislative Process ()

This course analyzes the process of lawmaking in the United States Congress within the context of the legislative process generally. Topics include the structural and functional development of the institution, the rules and norms which govern interaction, congressional elections, leadership and party organization, relationships with other parts of the political system, and public policy. [W]

Prerequisite: One of the following: GOVT 101, GOVT 211, GOVT 311, GOVT 320, or permission of instructor. Instructor: Clarke.

GOVT 331 - Politics of the European Union ()

Major changes are taking place in governance, decision making, and relations between the people, institutions and states that form the European Union. These changes are the

main topics covered in this course: the origin and history of European integration, common agricultural policy, monetary integration and relations with other parts of the world. Each year, with a select focus on one EU member and one specific policy, the class will participate in the Mid-Atlantic European Union simulation, held in Washington, DC.

Prerequisite: GOVT 102 or GOVT 103. Instructor: Fabian.

GOVT 332 - Globalization and Security ()

This course explores the various ways in which globalization is (re)shaping the concept and practice of international as well as national security. Throughout the course, we will examine the major concepts and issues in the globalization of security from both at theoretical and empirical standpoint. Topics for discussion include migration and national security, terrorism and asymmetric warfare, defense privatization, economic sanctions, and collective security. [W]

Prerequisite: GOVT 102 or permission of instructor. Instructor: Park.

GOVT 334 - American Security Policy ()

A study of the formulation, implementation, and effects of U.S. foreign policy. The course will examine and analyze U.S. defense and foreign policy vis-à-vis Europe, Asia, Latin America, and Africa; the decision-making community, and such concepts as globalism, imperialism, nuclear and limited war, insurgency, threat perception, confrontation and coexistence, and foreign policy ethics. [W]

Instructor: Peleg.

GOVT 336 - International Conflict ()

This course comprises an assessment of armed violence at the onset of the 21st century. Armed conflict is both a very timely matter of inquiry and an enduring concern stretching back to the earliest days of interactions among human communities. This course surveys and critically examines theoretical and empirical scholarship on the causes of war and armed violence. The course seeks to probe the causes of contemporary conflict and to examine some of its distinctive characteristics. On the basis of these discussions, the course also evaluates the effectiveness of a range of strategies for preventing, abating, and terminating war and armed conflict. [SS, V, W]

Prerequisite: GOVT 102 and one course from GOVT 221-GOVT 239 or permission of instructor. Instructor: Fabian.

GOVT 341 - Contemporary Political Thought ()

This course studies those nineteenth- and twentieth-century thinkers most discussed by political theorists today. We will attempt to chart both the institutional forms of, and theoretical responses to, modern power. Hegel, Marx, Freud, Nietzsche, Weber, and Foucault are often studied in this course. [W]

Prerequisite: GOVT 104, or permission of instructor. Instructor: Feola.

GOVT 342 - Conservative Political Thought: From Old Right to Alt-Right ()

This course explores the historic tradition of conservative political theory. To do so, the course will untangle the competing strains of conservatism and assess their influence on the contemporary political scene. The course will dedicate particular attention to the rise of what has been termed the New Right and it will treat topics such as anticommunism, traditionalism, the culture wars, and immigration. [SS, V, W]

Prerequisite: GOVT 104. Instructor: Feola.

GOVT 366-367 - Special Topics ()

An offering on a subject selected by the instructor to meet student and departmental needs as conditions permit. Announcement of the subject is made in advance.

Prerequisite: Permission of instructor. Instructor: Staff.

GOVT 380 - Internship ()

A combination of independent activities including selected reading, satisfactory completion of an internship or working assignment in a public agency, and a written report covering both reading and work assignments. Limited in enrollment by the availability of acceptable projects.

Instructor: Fabian.

GOVT 390-391 - Independent Study ()

Subjects are chosen and arrangements are made to suit the needs of each student in consultation with the instructor.

Instructor: Staff.

GOVT 405 - US Foreign Policy in a Changing World ()

This seminar deals with the challenges to American foreign policy in the contemporary world. It compares the predictable environment of the Cold War and the competition with the Soviet Union to the unchartered waters of the post-Cold War era. The seminar begins by analyzing alternative paradigms of today's world both in terms of the distribution of power (uni-, bi-, tri-, or multi-polar system) and in terms of the fundamental nature of international conflict (state-based power politics, clash of civilization, religious fundamentalism). It then examines possible U.S. responses to this "deregulated" world dealing with classical dilemmas of American foreign policy (e.g. isolationist tendencies vs. interventionism, U.S. as a world policeman vs. a "reluctant sheriff"). The seminar will cover U.S. policy vis-a-vis different regions and countries (Europe, the Middle East, the Persian Gulf, Russia, the Peoples' Republic of China) and toward a variety of issues (human rights, weapons of mass destruction, NATO expansion). Satisfies exposure to international politics subfield. [W]

Prerequisite: GOVT 102 plus one from GOVT 221-GOVT 238 or GOVT 334, or permission of instructor. Instructor: Peleg.

GOVT 407 - Law and Social Movements ()

This course examines the relationship between law and social movement activism. The course explores whether or not the use of the legal system by social movements contributes to their attempts to advance reforms. Particular attention will be paid to the development of law by the following social movements in the United States: the civil rights movement, the women's rights movement, the movement for gay and lesbian rights, and the animal rights movement. Satisfies exposure to U.S. politics subfield. [W]

Prerequisite: One of the following: GOVT 213, GOVT 311, GOVT 313, GOVT 314, GOVT 315, or permission of instructor. Instructor: Silverstein.

GOVT 410 - Personality and Supreme Court Decision Making ()

This course examines the relationship between the evolution of the personalities of members of the United States Supreme Court and their decision making. Particular attention will be paid to the application of the "life cycle" paradigms to the jurisprudence of various justices. Satisfies exposure to U.S. politics subfield. [W]

Prerequisite: One of the following: GOVT 311, GOVT 313, GOVT 314, GOVT 315, HIST 258, or permission of instructor. Instructor: Murphy.

GOVT 412 - Politics of European Integration ()

This will be an advanced course on the challenges as well as the opportunities for further integration that face the European Union. Drawing the lesson from centuries of divisions, tensions, conflicts and war, European leaders initiated what can now be regarded as the most successful experiment of regional integration in the world. This course analyzes the process of European integration since 1945 by reviewing the EU's history of enlargement, its main institutions and key policies. Satisfies exposure to international politics subfield. [GM2, SS, W]

Prerequisite: GOVT 102 plus one from GOVT 221-GOVT 238, or permission of instructor. Instructor: Fabian.

GOVT 414 - Political Thought through Literature ()

In this course we will study some dimensions and themes of politics that can be reached by literature differently than by traditional works of political theory. We will read classic texts and think about their political meanings, understanding politics in its broadest sense. Works that may be treated in the course include Sophocles, Three Theban Plays, Leo Tolstoy, The Death of Ivan Ilyich, Edith Wharton, The Custom of the Country, Ralph Ellison, Invisible Man, and Don Dellilo, White Noise. Satisfies exposure to political theory subfield. [W]

Prerequisite: GOVT 104 or permission of instructor. Instructor: J. Miller.

GOVT 415 - Nationalism in World Politics ()

This course explores the concept and practice of nationalism, with a particular emphasis on the role that it plays in world politics. We will survey the main concepts and theories in the study of nationalism, identify the major actors and processes in the politics of nationalism, examine the emergence of nationalism as a major force in international relations, and investigate various links between questions of national identity and interstate cooperation or conflict. [GM2, SS, W]

Prerequisite: (GOVT 102 or GOVT 103) and one from GOVT 220-270 or GOVT 332-336, or permission of the instructor. Instructor: Park.

GOVT 416 - Critical Theory: Power and Resistance ()

Should theorists just describe the world or, in cases of injustice, should they endeavor to change it? This course will explore an interconnected set of efforts to fulfill this latter task, through a wide variety of texts concerning power, domination, and the possibility of liberation. Although we will begin with Marxist concerns for class and exploitation, the second half of the course will interrogate forms of violence associated with race, normality, and gender. [W]

Prerequisite: GOVT 104 and one from GOVT 241, GOVT 244, GOVT 245, GOVT 246, GOVT 248, GOVT 341, PHIL 260 or permission instructor. Instructor: Feola.

GOVT 418 - Race, Prisons, Citizenship ()

Liberal democracies typically promise equal benefits and rights to all citizens. But who gets to count as a citizen and who is excluded from all (or part) of its benefits? This course will explore the contested ideal of citizenship and chart a variety of ways that this ideal is undermined. Special attention is dedicated to mass incarceration and racial exclusion within the United States. [SS, GM1, V, W]

Prerequisite: GOVT 104 and one of the following: GOVT 241, GOVT 242, GOVT 243, GOVT 244, GOVT 245, GOVT 246, GOVT 248, GOVT 341, PHIL 260, or permission of instructor. Instructor: Feola.

GOVT 419 - Global Governance ()

This seminar explores the main actors and processes of global governance. We will assess the role of power, international institutions, transnational networks, and ideas. Specific topics of inquiry include global economic governance, the environment, third-world state building, international justice, military intervention, nuclear proliferation, and global terrorism. We will apply competing analytical approaches to different issue areas, as the intersect with nature and management of global governance in the 21st century. [SS, GM2, W]

Prerequisite: GOVT 102 plus one from GOVT 221-GOVT 238, GOVT 270, GOVT 322-GOVT 336 or permission on instructor. Instructor: Cho.

GOVT 420 - Issues in Contemporary Latin American Politics ()

Government 420 is an advanced seminar in Latin American politics that focuses on present-day issues. The course proceeds thematically, examining topics such as party systems, presidentialism, neopopulism, democratic deconsolidation, economic and social inequality, deindustrialization and informalization, new social movements (including indigenous movements), the decline of Catholicism and rise of Protestantism and secularism, the problem of homicide, the regional policy landscape, and the vital, persistent issue of state ineffectiveness. [W]

Prerequisite: GOVT 102 or GOVT 103, or permission of instructor. Instructor: Van Dyck.

GOVT 421 - American Political Economy ()

This course examines the political development and function of the U.S. political economy. We will explore how political institutions and policies shaped economic arrangements from the founding to the present, and how economic interests, inequality, and identity influence U.S. politics today. The course will also explore in depth four aspects of U.S. political economy: the rise of finance, the welfare state, business regulation, and organized labor. This seminar will devote considerable attention to original research. [W]

Prerequisite: GOVT 101 plus one of the following: GOVT 211, GOVT 215, GOVT 218, GOVT 258, GOVT 310, GOVT 320, GOVT 321, PSTD 251 or permission of instructor. Instructor: SoRelle.

GOVT 422 - Britain and Brexit ()

The culmination of the extraordinary political process of negotiating a Brexit plan with the EU, its resounding failure in the British parliamentary vote, and the apparent splintering of major British political, economic, and socio-cultural institutions as the public grapples with Brexit's ramifications -- all will continue to play out in complex ways for the foreseeable future. The focus of this course is on comparative understanding Brexit's ramifications for British politics. [W]

Prerequisite: GOVT 103. Instructor: Stewart-Gambino.

GOVT 423 - The Radical Right: Rage, Race, Conspiracy ()

This course explores the rise and expansion of the extreme right across the globe. Recent years have seen an explosion of far right movements – acting against democratic institutions and movements for civic equality. These movements seek to overturn the central commitments of liberal democracies and bring about radical political change. The course will dedicate particular attention to white nationalism, conspiracy theory, and the racial anxieties that fuel the far right. [GM1, V, W]

Prerequisite: GOVT 104 and one of the following: GOVT 241 or GOVT 242 or GOVT 244 or GOVT 245 or GOVT 246 or GOVT 248 or GOVT 341 or GOVT 342, or permission of instructor. Instructor: Feola.

GOVT 424 - Immigration Politics in the United States ()

Immigration has shaped the United States' population, its culture, and its politics since before the formal founding of the country. The United States has often called itself 'a nation of immigrants'. Despite this claim, immigrants have faced significant political and social exclusion. In this course, we will examine the ways in which immigration dynamics have shaped who is seen as an American, the laws which have been implemented, American governmental institutions, and American public opinion. [W]

Prerequisite: (GOVT 101 or GOVT 102 or GOVT 103 or GOVT 104) and (A&S 200 or ECON 244 or GOVT 275 or PSYC 203 or WGS 285). Instructor: Chan.

GOVT 495-496 - Thesis ()

An independent research project on a topic to be selected by the student and approved by the department. A student must undertake such a program for two semesters to graduate with honors. [One W credit only upon completion of both 495 and 496]

Instructor: Staff.

GRK - GREEK

GRK 101 - Elementary Greek I ()

Emphasis on achieving skills necessary for sustained reading of Attic Greek texts. Inductive system of continuous reading complemented by deductive study and exercises in grammar, syntax, vocabulary, and composition. Recitation.

Instructor: Dubischar.

GRK 102 - Elementary Greek II ()

Emphasis on achieving skills necessary for sustained reading of Attic Greek texts. Inductive system of continuous reading complemented by deductive study and exercises in grammar, syntax, vocabulary, and composition. Recitation. [H]

Prerequisite: GRK 101 or equivalent proficiency. Instructor: Dubischar.

GRK 111 - Intermediate Greek I ()

Fall: A close reading of at least one major dialogue of Plato with attention to the intellectual, moral, and cultural climate of classical Greece. Spring: A close reading of at least one tragedy of Sophocles or of Euripides with attention to its dramatic art and intellectual and moral content. Recitation. [H]

Prerequisite: GRK 102 or equivalent proficiency. Instructor: Dubischar.

GRK 112 - Intermediate Greek II ()

Fall: A close reading of at least one major dialogue of Plato with attention to the intellectual, moral, and cultural climate of classical Greece. Spring: A close reading of at least one tragedy of Sophocles or of Euripides with attention to its dramatic art and intellectual and moral content. Recitation. [H]

Prerequisite: GRK 111 or equivalent proficiency. Instructor: Dubischar.

HEBR - HEBREW

HEBR 101 - Elementary Hebrew I ()

Fundamentals of the spoken and written modern language. Development of listening and speaking skills and of facility in reading and writing standard, unvowelled texts. Introduction to the culture of Israel. Class/laboratory. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies.

Instructor: Staff.

HEBR 102 - Elementary Hebrew II ()

Fundamentals of the spoken and written modern language. Development of listening and speaking skills and of facility in reading and writing standard, unvowelled texts. Introduction to the culture of Israel. Class/laboratory. Language level and subsequent course placement will be determined by the Department. Department of Languages & Literary Studies. [H]

Prerequisite: HEBR 101 or equivalent proficiency. Instructor: Staff.

HEBR 103 - Accelerated Elementary Hebrew ()

A one-semester course, this is an intensive elementary course for motivated beginners. The program stresses a content-based approach to language learning and is designed to help students develop interpretive, interpersonal and presentational communicative skills in Modern Hebrew while exploring key cultural perspectives and practices of Hebrew speakers all over the world. Students will spend three hours of classroom instruction and one hour working either individually or collaboratively in the language resource center. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Instructor: Staff.

HEBR 111 - Intermediate Hebrew I ()

Review and expansion of the basic grammar, vocabulary, and idioms. Development of skills of self-expression and conversation. Readings in short stories and in newspaper and magazine articles, and monitoring of television broadcasts in the language laboratory to gain a deeper understanding of Israeli culture. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Prerequisite: HEBR 102 or equivalent proficiency. Instructor: Staff.

HEBR 112 - Intermediate Hebrew II ()

Review and expansion of the basic grammar, vocabulary, and idioms. Development of skills of self-expression and conversation. Readings in short stories and in newspaper and magazine articles, and monitoring of television broadcasts in the language laboratory to gain a deeper understanding of Israeli culture. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [GM2, H]

Prerequisite: HEBR 111 or proficiency. Instructor: Staff.

HEBR 290 - Independent Study in Hebrew ()

These courses are intended to expand the student's basic capabilities in the four linguistic skills-listening, speaking, reading, and writing. Enrichment of written grammar review with emphasis on the expansion of vocabulary and stylistics. Examination of cultural and contemporary issues through use of texts, films, television, music, and the Internet.

Prerequisite: HEBR 112 or equivalent proficiency. Instructor: Staff.

HEBR 291 - Independent Study in Hebrew ()

These courses are intended to expand the student's basic capabilities in the four linguistic skills-listening, speaking, reading, and writing. Enrichment of written grammar review with emphasis on the expansion of vocabulary and stylistics. Examination of cultural and contemporary issues through use of texts, films, television, music, and the Internet.

Prerequisite: HEBR 112 or equivalent proficiency. Instructor: Staff.

HIST - HISTORY

HIST 105 - History of the Modern World ()

This course surveys modern world history from 1450 to the present. It focuses on global processes and regional particularities throughout the world (including the United States). Each instructor will choose several themes for students to engage with through targeted readings and class discussion in small sections. In addition, there is a weekly "lab" in which all students enrolled in the class will engage in large group activities like attending outside lectures or watching selected films.[SS]

Instructor: Staff. Offered: Fall semester.

HIST 113 - Jacksonian Democracy ()

This course examines the events and ideas of the Jacksonian era, focusing especially on the period from 1828 to 1845. We consider different explanations for the rise of Jacksonian Democracy and different perspectives on what Jacksonian Democracy meant. The course introduces students to the ways in which historians study and interpret past events. Students learn how historians analyze primary sources and develop their own analytical skills through intensive writing assignments. [SS, W]

Instructor: Rosen.

HIST 114 - Food Histories in the Americas ()

What can food tell us about the past? In this writing-intensive history course, we will consider this question by focusing on two main themes: (1) the power dynamics and profit motives surrounding food production and consumption; and (2) the links between food, community, and identity. Like the foods we discuss, our historical analysis will traverse national boundaries with a particular geographic focus on the United States and Latin America. [GM1, GM2, SS, W]

Instructor: Pite.

HIST 115 - The Crusades ()

This course examines the history of the Crusades that dramatically shaped the relationship between Eastern Christianity, Islam and Western Christianity. The ideological, religious, political and economic factors that led to the Crusades will be treated, as well as the ways in which the consequences of the Crusades altered East-West relations. We will carefully study primary sources composed by Western Christian Crusaders, Byzantine (Eastern Christian) authors, Muslim philosophers and many others. [GM1, GM2, SS, W]

Instructor: Goshgarian.

HIST 118 - The Cold War ()

The Cold War was a political contest between the USA and USSR that took on increasingly apocalyptic dimensions as the nuclear age developed. But the war also extended well beyond the political. It also framed discussions about cultures and economies, history and the future, and the nature of civilization. This course allows students to explore various aspects of this conflict through the study of primary sources from around the world and through their own writing. [SS, W]

Instructor: Sanborn.

HIST 119 - Race and Ethnicity in the United States ()

The story of American history has, in many ways, been the story of white supremacy. The struggles to invent, define, and control race and ethnicity in North America took place over centuries, and transformed governments, labor systems, and even environments. Students will read and debate historical scholarship on topics ranging from Indian empires to slavery, immigration, civil rights, and mass-incarceration. Students will also learn how to research, write, and revise a historical research paper. [GM1, SS, W]

Instructor: Zallen.

HIST 120 - History in Pictures ()

This course is an introduction to the interpretation and analysis of visual sources of history. Visual artifacts will be treated as both objects that make arguments and claims, but also as artifacts that preserve evidence and can be used as data. Famous photographs in the history of documentation, such as Crimean War, "Earth-View", and the Abu-Ghraib photos will be analyzed as images that "made history." We will also study photographs forensically, to ascertain true

facts about the past. We will also mine photographs from magazines, newspapers, online collections and websites such as Flickr to analyze groups of images systematically. [SS, W]

Instructor: Barclay.

HIST 121 - Partition of the Indian Subcontinent ()

One of the most violent and disruptive events of the 20th century, the Partition of the Indian subcontinent into the nation-states of India and Pakistan in 1947 continues to play a staggering role in the post-colonial histories of both countries. This course will go into the high politics of the Partition, its human costs, and its continued impact on everyday life through oral history. The course will also examine the impact of Partition in literature and cinema. [GM2, SS, W]

Instructor: Kanjwal.

HIST 122 - European Race-Making from Columbus to Abolition ()

This course explores the development of race and racism in Europe, 1492-1807, by following things as they moved around the world. In this period of increased global contact, explorers, missionaries, consumers, laborers, and enslaved people used material objects to create or challenge racial hierarchies. Students will conduct their own research on the relationship between race and two early modern objects or images and will contribute their findings to an online exhibit. [GM2, SS, W]

Instructor: Foroughi.

HIST 123 - Magic + Miracles: Medieval Religion ()

Religion was central to nearly every aspect of life in the middle ages, c. 300-1500 AD. Using a range of visual and written evidence, students will explore the diversity of Christian, Muslim, and Jewish religious cultures in medieval Europe; examine how Christian leaders used religion to create categories of "self" and "other"; and analyze the relationship between religion and other aspects of identity. They will write two research papers and contribute to a podcast. [GM1, SS, W]

Instructor: Foroughi.

HIST 124 - The History of Pre-Colonial Africa and its Global Connections ()

The course introduces students to the history of pre-colonial Africa and the global connections which different African societies sustained over centuries before colonization. By foregrounding local forms of technological innovation, empire building and international trade, the course invites students to explore contemporary representations of Africa which either portray pre-colonial Africa as unchanging or as disconnected from the rest of the world prior to the arrival of Europeans. The course also challenges students to consider what Africa means to them and what has shaped their perceptions of Africa. By exposing students to multiple perspectives and different forms of accounting for the past through the use novels, archival material, music, documentaries and journal articles, this course enables students to engage with Africa's past in dynamic ways. Additionally, the course introduces students to the technical aspects of historical methods and writing. [GM1, SS, W]

Instructor: Seda.

HIST 140 - Health, Healing and Medicine in Africa ()

The course examines concepts of health and healing in multiple cultural and social contexts in African societies from the 'Pre-colonial' period to contemporary times. Students will be exposed to a variety of medical knowledge systems and healing practices used by different communities across the continent and examine them on their own terms. The course will track how local conceptions of health and treatment change over time in response to shifting political and economic pressures brought about by 'modernity,' colonialism and nationalism. [SS]

Instructor: Seda.

HIST 201 - History of Ancient Greece ()

An investigation of the historical development of the city-states with their social, economic, and political institutions from 800-400 BCE. The course will also assess the Greeks' varied interactions with other peoples, their self-defining conflict with Persia, the rise of competing leagues, and the intellectual revolutions in classical Greece. An inter-disciplinary approach to understanding a world radically different from our own. Emphasis is placed on developing interpretations based on primary source evidence. [H, GM2]

Instructor: Staff.

HIST 202 - History of Ancient Rome ()

An investigation of how Rome grew from a small city-state to become a vast and complex state governing an empire. The course will assess various social, economic, and political institutions and structures while exploring how they fit into Rome's historical development. An inter-disciplinary approach to understanding historical processes in a world radically different from our own. Emphasis is placed on developing interpretations based on primary source evidence. [SS, GM1]

Instructor: M. Clark.

HIST 206 - The Politics and Practice of History ()

This course trains students in the skills, methods, philosophies, and practices of the discipline of history. Students learn how the practice of history has changed over time, the problems and potential of historical evidence, and the role history plays in forming structures of individual and collective awareness. Strong emphasis is placed on learning key research and analytical skills. Potential history majors should take this course in their sophomore year. Open to majors and non-majors. [SS]

Instructor: Staff.

HIST 207 - The Middle East (600-1200): The Islamic Enterprise ()

This course studies the Middle East from the 7th century through the early thirteenth. The goal of the course is to provide a survey of the political, social, and cultural movements of this region over the course of six hundred years. Questions that frame the course include: How did the political/social culture of Islam develop? What were the reactions to it? How did the expansion of new linguistic and cultural groups into areas of the Middle East affect the region? [GM2, SS, W]

Instructor: Goshgarian.

HIST 208 - The Middle East (1200-1700): Arabs, Crusaders, Mongols, Turks and More ()

This course studies the Middle East from the 13th through the 17th century. The goal of the course is to provide a survey of the political, social, and cultural movements of this region over the course of five hundred years. This course will offer students an opportunity to learn a great deal about Islam, the fall and development of empires, and the importance of urban and social history. [SS]

Instructor: Goshgarian.

HIST 209 - The Middle East (1700-2003): Empires, Nations, East" and "West"" ()

This course studies the Middle East from the 18th through early 20th century. The goal of the course is to provide a survey of the political, social and cultural movements of this region over the course of three hundred years. How do we define the Middle East? What role did Europe play in the early modern Middle East? What did "modernizing" leaders aim to do in Egypt, Iran and Turkey? What roles has the U.S. played in the Middle East since WWI?

Instructor: Goshgarian.

HIST 212 - The Middle East in the Mind of America, America in the Mind of the Middle East ()

This course covers a century of political and cultural interactions between one country (the United States) and a large, culturally, linguistically, and politically diverse region (the Middle East). The class studies, in particular, the variety of ways in which individuals, institutions and administrations in the United States and the Middle East have perceived of and imagined one another through the lens of academic articles, mainstream press, speeches, literature, personal histories and the visual arts. The course will entail analysis of perceptions and misperceptions as historically construed cultural categories. [SS, GM1, W]

Instructor: Goshgarian.

HIST 214 - Africa History: 1800-present ()

Focusing on sub-Saharan Africa, we begin by exploring the impact of the abolition of the Atlantic slave trade on Africa and move to the establishment of-and resistance to European colonial rule. We look at the impact of the two world wars on Africa as well as the rise in nationalism and movements for independence. In the post-colonial period, we explore Cold War politics in Africa, and address issues including the end of Apartheid South Africa. It is helpful but not necessary for students to have taken HIST 213. [GM2, SS]

Instructor: Staff.

HIST 215 - History of Technology ()

A study of technology from the irrigation cities of the ancient world through militarily financed systems of the late twentieth century. The course stresses the important role played by cultural influences in determining the nature, extent, and direction of technological development. Attention focuses on processes of invention and innovation and their impact on the growth of modern Western civilization. Open to B.A. and B.S. engineering majors without prerequisites. [SS]

Instructor: Jackson.

HIST 216 - Modern South Africa ()

This course introduces students to the politics, cultures, and histories of South Africa. Beginning in the seventeenth century, themes in this class include the growth of regional African states, the arrival of European settlers, the mineral revolution of the late nineteenth century, and political activism during the twentieth century, involving such figures as Steve Biko and Nelson Mandela. Course materials will include novels, memoirs, and film, in addition to historical scholarship. [GM1, SS]

Instructor: Lee.

HIST 217 - Settler Colonialism in World History ()

This course addresses settler colonialism in world history from the seventeenth to the twentieth century. Examining case studies from North America, Africa, and Australia, this class focuses on the motivations for European expansion; indigenous response and resistance; and the legacies of settler colonialism today. Both comparisons and connections will be made between these three continents. Overall, students will engage with the role settler colonialism has had in the making of the modern world. [SS, GM2]

Instructor: Lee.

HIST 218 - The Beautiful Game: A Global History of Soccer ()

The course takes the position that football (soccer) is more than just a game, and invites students to consider and examine the cultural, social and political meanings which societies around the world have attached to the beautiful game. The class situates the global history of soccer in the context of themes which include industrialization, settler colonialism, race, segregation, empire, violence and corruption. As such, the class engages explicit political dimensions of soccer such as Catalan nationalist ambitions in Spain, which are often expressed in the Spanish derby, the *El Classico* between Barcelona (from the Catalan region) and Real Madrid (from Madrid). The class also explores how soccer became entangled in anti-apartheid and anti-colonial struggles across the African continent. Through class readings, discussions and documentary screenings, students will be expected to examine how dominant ideas about race, belonging, as well as social hierarchies have been negotiated on the field of play. The class foregrounds questions which seek to understand the role of sport in society, interrogating how soccer has not only mirrored society's prejudices, but has often reproduced them. As such, students will be expected to participate in class discussions which engages with these and other questions. [GM1, SS, W]

Instructor: Seda.

HIST 221 - Rome to Renaissance: Medieval Europe ()

This course explores the history of Europe, c. 300-1500. Students will examine how events such as the decline of the Roman Empire, Viking invasions, and the Black Death changed everyday life, with a focus on the experiences of peasants, women, and religious and ethnic "others." They will analyze a range of primary sources, including memoirs, miracle stories, and tax records; dissect recent scholarly debates; and construct original historical arguments based on medieval texts. [GM1, SS]

Instructor: Foroughi.

HIST 222 - Reformation to Revolution: Early Modern Europe ()

During the early modern period, c. 1500-1800, European exploration and colonization transformed the ecology of planet Earth and created a new global economy. Religious wars and economic revolutions with Europe, meanwhile, changed the lives of people across the social hierarchy. Through class discussion and two research papers, students will closely analyze a range of primary sources in order to reveal how these developments created or ameliorated inequalities within and outside of Europe. [GM1, GM2, SS]

Instructor: Foroughi.

HIST 225 - From Revolution to European Union: Modern European History ()

For good and ill, Europe played a major role in shaping the modern world. Why did Europe give birth to human rights and modern democracy, but also dictatorship and genocide? How did Europe come to dominate the global south in the nineteenth century, and lose that dominance in the twentieth? This course explores these paradoxes and others as we trace the social, political, and cultural history of Europe from the French Revolution to the present. [GM2, SS]

Instructor: Sequin.

HIST 226 - Sex in Modern Europe ()

This course takes a historical approach to the study of one of the most basic human practices: sex. We will focus on the history of sex and gender (the social organization of sexual difference) in modern Europe. We will trace how particular sexual behaviors have been practiced and/or prohibited, the ways that medical, moral and political authorities attempted to discipline sexuality, and the ways that gender affected political, social, and economic processes across the continent. [GM1, GM2, H, SS, V]

Instructor: Sanborn.

HIST 227 - Race and Migration in Modern Europe ()

Popular wisdom holds that Europe today faces a migration "crisis" that poses unprecedented challenges to European identity and security. In reality, the history of modern Europe has often been a history of human movement, and these movements have shaped what it means to be "European." This course will introduce students to the intersecting historiographies of migration and race in modern Europe. It will also explore topics of empire, surveillance, sexuality, race, and religion. [SS, GM1, GM2]

Instructor: Sequin.

HIST 231 - Capitalism Takes Command: U.S. History, 1840-1940 ()

This course explores how, from 1840-1940, struggles among North Americans over questions of land, race, gender, labor, and ideology shaped the rise of modern capitalism and democracy in the United States. Topics include: Indian wars and western expansion, slavery and the Civil War, white supremacy and patriarchy, immigration and industrialization, the Progressive Movement, World War I, civil rights and the Ku Klux Klan; the Great Depression; and the New Deal. [GM1, SS]

Instructor: Zallen.

HIST 232 - American Revolution and Civil War: A Political History ()

This course examines American political history in two crucial time periods: 1760-1789 and 1850-1880. The course provides students with a broad base of knowledge about the American Revolution and the Civil War, an understanding of how developments during the two eras defined the American political structure, and an awareness of the place of the American Revolution and the Civil War in historical memory. [SS, W]

Instructor: Rosen.

HIST 235 - From Civil Rights to Black Lives Matter ()

Where did Black Lives Matter come from? Students will learn how our current moment was made possible by the successes and defeats of antiracist revolutionaries and the forces of racist counterrevolution from World War II to today. Topics will include Black communities, civil disobedience, "White flight," Black power, policing, mass incarceration, and the Movement for Black lives. Students will also learn how inseparable these struggles have been from the histories of capitalism, empire, and gender. [GM1, SS]

Instructor: Zallen.

HIST 236 - Recent America: The Great Depression - 2001 ()

American politics from the Age of Roosevelt to the Age of Reagan. Topics include the New Deal; World War II and the home front; Truman and the Fair Deal; McCarthyism; corporate culture of the 1950s; the Civil Rights movement; the Great Society; the politics of protest; the quest for equality; the rise and decline of Reaganism. [SS]

Prerequisite: Sophomore standing or higher. Instructor: Jackson.

HIST 238 - Global Stimulants: Histories of Coffee, Tea, and Yerba Mate ()

For more than five hundred years now, the desire for global stimulants has shaped patterns of colonialism, imperialism, labor, and social relations. Adopting a global history approach, this course will center the histories of three stimulating, caffeine-rich beverages-coffee, tea, and yerba mate. Our coursework will include an analysis of relevant secondary scholarship with primary historical source work, and will culminate in student-designed digital collections that feature a global stimulant. [GM2, SS]

Instructor: Pite.

HIST 239 - Food and the City: Social Histories of the Premodern and Early Modern Middle East ()

In this course, we will analyze the ways in which religious and ethnic identities related to food seem to blur in urban traditions linked to food production, consumption and tradition. We will consider contextualized social histories of several cities of the premodern and early modern Middle East (Baghdad, Cairo, Constantinople/Istanbul, Aleppo and Jerusalem) through the lens of food history in an attempt to better understand the ways in which people living in those cities experienced the worlds in which they lived. [GM1, GM2, SS, W]

Instructor: Goshgarian.

HIST 241 - History, Art, and Culture of Russia and Eastern Europe ()

This course introduces students to the major issues addressed by scholars of Russia and Eastern Europe in a number of different disciplines: history, art, literature, government, economics, religious studies, and music. Each week, we treat a different era of history, reading literature, viewing slides, listening to music, and discussing social and political developments. Students will read the Great Russian writers, examine religious culture and architecture, and learn about life in Russia and Eastern Europe today. [H, SS]

Cross-Listed as: ART 241, REES 241. Instructor: Sanborn, Sinkevic.

HIST 243 - Imperial Russia ()

This course surveys 1,000 years of Russian history, from the founding of the first state in Kiev in the 9th century to the end of the Great Reforms in the 19th century. Students read primary documents, recent scholarship, and Russian literature in an effort to understand Russia's old regime. Topics addressed include Russia's position in Asia and Europe, the nature of the autocracy, the impact of serfdom, and attempts to create a public sphere. Lecture/discussion. [GM1, GM2, H, SS]

Instructor: Sanborn.

HIST 244 - Russia from Lenin to Putin ()

This course surveys Russia's history over the past century.Beginning with the years of war and revolution from 1914-1921, we continue with an appraisal of Stalin and Stalinism, a discussion of the Soviet experience in World War II, and a study of the years of "mature socialism" between 1953-1991. The course concludes with an examination of post-Soviet Russia and the nature of life, culture, and politics in Russia today. [GM1, GM2, H, SS]

Instructor: Sanborn.

HIST 245 - Latin America: The Colonial Period ()

This course examines the colonial era of a region now called Latin America. It will begin with the period preceding the arrival of Christopher Columbus and end with the early nineteenth-century wars of independence. Focusing on the interactions between Native Americans, Africans, and Europeans, we will explore the evolution of a number of multiethnic societies. We will consider how colonialism survived for three hundred years, why the system collapsed, and what legacies it left behind. [GM2, SS]

Instructor: Pite.

HIST 246 - Latin America: The National Period ()

This course examines the history of Latin America from the early nineteenth century until the present by exploring the social, political, cultural, ideological, and economic issues that surrounded the development of modern nation states. We will not attempt the impossible task of "covering" all of modern Latin American history. Instead, we will focus on revealing case studies that help us to better understand the historical trends, power dynamics, and regional diversity of the Americas. [GM2, SS]

Instructor: Pite.

HIST 248 - East Asia's Last Dynasties: Japan, Korea and China, 1600-1900 ()

A comparative study of institution-building, economic life, and social history in China, Korea and Japan from 1600 to 1900. Themes include: impact of economic growth and urbanization on agrarian societies; the transition from empire to nation-state; and the interactions of China, Japan, Korea and the Western powers on the eve of dynastic collapse. [GM2, SS]

Instructor: Barclay.

HIST 249 - 20th Century East Asia: Imperialism and Anti-Imperialism in China, Japan, Korea and Taiwan ()

An historical analysis of how East Asia's four major states-China, Japan, South Korea, and Taiwan-modernized amidst forces of global integration and regional conflict between 1850 and 1945. Instead of "reacting to the West," this course argues that the economies, polities, and national identities these four nations formed with reference to one another, in the context of Japanese imperialism and Chinese, Korean, and Taiwanese anti-imperialism. [GM2, SS]

Instructor: Barclay.

HIST 250 - Japan Goes to War 1895-1945 ()

Japan's War against the United State (1941-1945) was the culmination of fifty years of empire-building in Asia. From the 1890s through the 1940s, Japan attempted to remold Asia as it exploited the labor and resources of its peoples. Concurrently, Japan became a nation of civilians and soldiers ever ready to bear the burdens imposed by permanent war mobilization. This course explores the causes, conduct, and consequences of these wars on the battlefield and home front. [H, GM1, GM2, SS, V]

Instructor: Barclay.

HIST 251 - Muslim Girls (Run the World): Gender and Popular Culture from Prophetic Tradition to Arab Futurism ()

This interdisciplinary course takes up topics that are vital for students on college campuses today, including Islam, Islamaphobia, gender, youth, and popular culture. Taking an innovative approach that offers both a long view of Muslimah popular culture from the advent of Islam and a global perspective on the various iterations of gender and sexuality among Muslim communities, this course helps students unlearn common misconceptions and increase tolerance while honing skills in two important disciplines and learning how they speak to each other. [H, SS, GM2, V]

Cross-Listed as: A&S 251. Instructor: Goshgarian, Vora.

HIST 252 - Transformation of the American Environment ()

This course examines the relationship of environment (and environmental change) to American history. Topics include the impact of colonial settlement and 19th century industrial expansion on the environment; the effect of transportation technologies on land use; the conflict between environmental protection and conservation as exemplified in the progressive era battle over construction of Hetch Hetchy Dam in Yosemite National Park; and the origins of environmental movement of the 1960-70's. [SS]

Instructor: Jackson.

HIST 257 - Race, Ethnicity, and the Law in U.S. History ()

This course examines the histories of African, Latina/o/x, Indigenous, and Asian Americans from the colonial period to the present, focusing on the use of law as a tool to both enforce and combat racial and ethnic hierarchies and inequality in the U.S. Topics include slavery; Indian removal; evolving status of Puerto Ricans and Mexican Americans; Asian exclusion and internment; segregation; legal construction of whiteness; police violence; mass incarceration; and protests, resistance, and demands for equality. [GM1, SS, V, W]

Instructor: Rosen.

HIST 258 - U.S. Constitutional History ()

This course analyzes the history of the U.S. Constitution from 1787 to the present. We focus primarily on two main topics in constitutional history: (1) federalism, property rights, and economic regulation and (2) civil rights and civil liberties. The main objective of the course is to provide students with a broad understanding of the changing role of the Constitution in American society and the ways in which the Supreme Court's interpretations have been shaped by social, economic, and political developments. Additionally, the course assignments and classroom exercises are designed to help students strengthen their ability to read written texts closely, think logically and analytically, and articulate their ideas clearly and persuasively. [SS, W]

Instructor: Rosen. Offered: Fall.

HIST 259 - Medieval Iberia: the Peoples, Places and Politics of Convivencia ()

In this course, students will be introduced to the practice of studying medieval history as they approach an understanding of medieval Iberia (Spain) as part of the Islamic Mediterranean while they cultivate a critical approach to the study of the multi-ethnic and multi-religious society of medieval Spain, and explore the modes of coexistence between Jews, Christians, and Muslims. Students will engage in the scholarly debates surrounding the historical constructs of *convivencia* – crucial to understanding Spain's past and will use the methods of literary studies, art history, religious studies, and history to explore Spain's cultural heritage. [GM1, GM2, SS]

Instructor: Goshgarian.

HIST 261 - Slavery in the Americas ()

Brought to the Americas as part of the largest forced migration in history, the struggles of the millions of men, women, and children of African descent to live their lives and build new worlds in and against the institution of racial chattel slavery touched every corner of the Atlantic world. Students will explore the political lives of the enslaved, from the rise to the overthrow of plantation slavery, while honing their reading and writing skills. [SS, GM1, GM2, W]

Instructor: Zallen.

HIST 266 - Modern South Asia ()

This course provides an overview of the history of modern South Asia from the colonial to the post-colonial period. This course will explore the end of Mughal rule, British colonialism, Indian responses to colonial rule, and the impact of colonialism in the region. We will cover the emergence of Indian nationalism, the Partition of the subcontinent, and the contemporary political dynamics of the three main countries (India, Pakistan, and Bangladesh). Special attention will be given to issues of gender, religion, communalism, and economic underdevelopment. [SS, GM2]

Instructor: Kanjwal.

HIST 267 - The Mughal Empire in South Asia ()

This course covers the history of the Indian subcontinent from the Delhi Sultunate until the rise of British colonialism, a time period that is known for the emergence of Muslim rule in the subcontinent. Significant attention will focus on the Mughal Empire (1526-1858), which was at the time the largest of the Islamic empires in the world. The Mughals were at the crossroads of European colonialism, extensive trade networks, and exchanges across the Islamic world. Proceeding chronologically, we will cover some of the major political, social, religious and cultural developments. Students will be exposed to a set of primary sources written by a diverse array of people. Because the history of this period is deeply contested in the Indian subcontinent today, we will spend time discussing the implications of this history for the present, and how it challenges both colonialist and nationalist views of this period as one of stagnation and tyranny. [SS, GM2]

Instructor: Kanjwal.

HIST 269 - Contested Lands: The Case of Kashmir ()

This course examines how histories of borderlands and margins, emanating from empires and nation-states, turn them into simultaneous objects of desire and control, as well as colonization and resistance. Through the example of Kashmir—the most militarized zone in the world and disputed between India and Pakistan--we will critically parse through orientalist, nationalist, academic, and popular narratives about such regions. Building upon comparisons with similarly contested sites, the course will center a people's understanding of history through an exploration of counter-historical narratives, literature, and documentary/film. [GM1, GM2, SS]

Instructor: Kanjwal.

HIST 275 - Crossing the Americas: Latin American Migration and Latines ()

In this course we will trace Latin American migration to and within the United States over the course of the 20th Century. We will map the various turning points in the local and federal treatment of immigration to the U.S. and examine the shared and unique experiences of migrant groups from Mexico, the (Spanish-speaking) Caribbean, Central America, and South America. This course explores the complex historical, legal, and political issues that surround the phenomenon of migration. The first of the three main themes of this course, Moving, will provide a historical overview of the push/pull factors that have shaped Latin American migration. In the section on Mapping, we will trace legal and demographic dynamics of Latin American migration over time and place. During the final part of the course, entitled Telling, we will analyze memoirs and Testimonios that speak to diverse immigrant experiences. [H, GM1, GM2, W]

Cross-Listed as: LACS 275. Instructor: Pite, Fischer-Hoffman.

HIST 276 - Conquest: A History ()

This course will examine the global history of conquest from ancient times to the present. We will study conquests by Assyrians, Persians, Greeks, Mauryans, Chinese, Romans, Mongols, Malinke, Aztecs, Incas, Songhai, Ottomans, Mughals, Spanish, British, Manchus, Asante, Russians, Americans, Japanese, and others throughout history. We will consider why they conquered, what their ideologies and justifications were, how they achieved and maintained their conquests, how the conquests fit with contemporary legal standards, and what the impacts of the conquests were. [GM2, SS, W]

Instructor: Rosen.

HIST 280 - Internship in History ()

The department will arrange internships each semester for qualified juniors and seniors with such agencies as Historic Easton, the Canal Museum, Main Street Program - Easton, PA, Historic Bethlehem, etc. Written reports and conferences required. Enrollment limited by availability of acceptable projects.

Instructor: Miller.

HIST 290-291 - Independent Study ()

Qualified students may develop, in consultation with an instructor in the department, a single-semester course directed to a particular theme or topic of historical inquiry, providing practice in historical research and writing.

Instructor: Staff.

HIST 310 - Colloquium: Human Rights and Modern War ()

This is an intensive course focused on the ways that the language and practice of human rights have intersected with the practices and justifications of "modern war." Increasing transnational ties by both states and non-state actors have allowed for the globalization both of rights talk and of the tools and techniques of organized violence. The course will focus both on 20th century genocides and on "wars on terror" in the US and Russia. [GM1, GM2, SS, V]

Instructor: Sanborn.

HIST 320 - Colloquium: Islam in the Modern World ()

The topic of Islam in the Modern World has garnered much scrutiny and debate. This course sheds a historical light on a number of important issues including the role of colonialism in reshaping and restructuring Muslim societies, the responses of Muslim thinkers to the challenges of colonial modernity, and nationalism and decolonization. We will discuss the rise of political Islam as an intellectual, social, and political phenomenon, using particular case studies from a number of regions. Through the work of Muslim thinkers and scholars of Islam, we will engage with contemporary debates on feminism, sexuality, Islamic economics, the Islam state, jihad, Muslims in the West, and the War on Terror. [GM2, W]

Instructor: Kanjwal.

HIST 330 - Gender and Sexuality in Medieval Europe ()

Noble knights and fair ladies loom large in stereotypical depictions of the middle ages, but how did people in medieval Europe (c. 500-1500) really think about and experience gender and sexuality? In this intensive seminar, students will explore ongoing scholarly debates about a range of intersectional identities, including genderbending martyrs, celibate royals, and lesbian peasant women. Students will gain particular expertise in one scholarly field by writing an annotated bibliography, and will contribute to that field by writing a paper in which they analyze related sources from the middle ages. [GM1, SS]

Instructor: Foroughi.

HIST 340 - Advanced Seminar in South African History and Culture ()

This advanced seminar is designed for students for students who have already taken coursework in South African history or African history. It is expected that students will already have a strong background in the history, politics, and cultures of contemporary South Africa.

Prerequisite: HIST 216 or permission of the instructor. Instructor: Lee.

HIST 345 - Colloquium: Histories of Argentina (and its Neighbors) ()

This course explores the histories of Argentina and its neighbors during the nineteenth and twentieth centuries. We will examine the dynamics of daily life and the construction of a sense of national and regional identities inflected with gender, class, racial, and regional markers. We also will discuss the production of historical knowledge—that is, the history of the many histories that have been written about Argentina and its neighbors in the River Plate. [GM2, SS, W]

Instructor: Pite.

HIST 350 - France from the Margins: History of Modern France ()

What does the history of modern France look like when we move away from the story that France has told about itself, as the country of human rights, to focus on its margins? Placing at its center women, slaves, colonial subjects, Jews, immigrants, and Muslims, among other marginalized groups, this course examines how these groups were subjects of French practices of exclusion and intervention, and how they challenged white supremacy, xenophobia, and sexism. [SS, GM1, GM2, W]

Prerequisite: HIST 105 or HIST 206, or permission of instructor. Instructor: Sequin.

HIST 354 - Seminar: 1968 - Year of Global Rebellion ()

1968 was a tumultuous year around the world. The Tet Offensive in Vietnam, the Prague Spring, the assassination of MLK, the Biafran War in Nigeria, the Olympic Games in Mexico City, and other events occupied the attention of global citizens increasingly connected by international social movements and satellite technology. Students will discuss these developments and write a substantial paper based on original primary source research that puts local events within a global framework. [GM2, SS, W]

Prerequisite: HIST 105 or HIST 206 or permission of instructor. Instructor: Sanborn.

HIST 355 - Global South Asia: Empire, Migration and Diaspora ()

This course examines how the region of South Asia has broadly interacted with, shaped, and been shaped by other

parts of the modern world, and asks: How can we rethink and expand the history of regions in global history? It focuses on interregional and transnational connections through a focus on empire, oceans, race, slavery, labor flows, religious and intellectual exchange, migration, citizenship, decolonization and diaspora. This course explores the histories of South Asian diaspora communities in the Caribbean, East and South Africa, the Pacific, the United Kingdom and North America. Students will also research and write a primary-source based historical research paper. [GM2, SS, W]

Instructor: Kanjwal.

HIST 359 - Abolitionist and Civil Rights Movements in Early American History ()

In this seminar, we will examine the strategies, tactics, and rhetoric used by early American activists who sought to abolish slavery, eliminate racial discrimination in criminal law and process, establish legal protections against racial violence, and obtain fundamental rights for African Americans. Assigned readings early in the semester will provide a broad foundation of knowledge about the topic from the perspectives of social, political, legal, religious, cultural, literary, and media history. The rest of the course will be devoted to researching and writing a substantial research paper. The assignments are designed to help you deepen your knowledge of early American history, learn about the history of movements for social change, improve your ability to read critically and think historically, acquire expertise in analyzing primary sources, and strengthen your research and writing skills. [SS, V, W]

Instructor: Rosen.

HIST 365 - American Technological Development ()

The growth of American technology is examined from the Colonial era through the twentieth century. Topics include the proliferation of arms in the 17th century New England; the factory as system and community; interchangeable parts and the role of the military in technological development; the origins of "Fordist" mass production and the assembly line; issues of safety and government regulation of technology; and the business of early 20th century hydraulic design. [SS, W]

Prerequisite: HIST 215 or HIST 252, or permission of instructor. Instructor: Jackson.

HIST 368 - Seminar in Latin American History ()

This seminar provides advanced students with an opportunity to conduct research on a subject of their choosing related to the specific theme of the course. In addition to reading and discussing secondary scholarship, students will routinely report the results for their research to the seminar and write a substantial seminar paper based primarily on their analysis of primary sources. Students with appropriate language skills are particularly encouraged to work with sources in their original languages. [GM2, SS, W]

Prerequisite: HIST 206 or permission of instructor. Instructor: Pite.

HIST 371 - Seminar: Native American History ()

Humans had been transforming the Americas and themselves for over 500 generations before Columbus "discovered" the New World. This course takes a long view of North American history by placing native people at its center. Students will read, research, and write about: native histories before European contact; how people of Indian, European, and African descent came together to create new, often violent worlds; and how native people have been written out of U.S. history. [SS, GM1, W]

Instructor: Zallen.

HIST 373 - The Early Ottoman Empire: People(s), State and Society ()

This seminar offers an inter-disciplinary approach to the study of the rise and establishment of the early Ottoman Empire. Covering the rise of the early Ottoman state from the perspective of the mechanisms by which a small frontier principality became a world empire, it focuses intimately on the first centuries of the Ottoman enterprise such that a deeper understanding of the way in which empire is built can be understood. This course will examine the ways in which the Ottoman state centralized its resources and the populations it conquered. Using a wide array of primary sources, this course will also encourage students to engage with texts in order to encourage students to actively participate in the conversation on the rise and establishment of the Ottoman Empire. [GM1, GM2, SS, W]

Prerequisite: HIST 105, HIST 206. Instructor: Goshgarian.

HIST 375 - Seminar in African History ()

Each year this course addresses a major topic in African History. The course may examine a particular time period in depth or it may focus on a theme in African history. In this seminar, students will read and discuss historical literature on the chosen topic, and they will write a research paper based on extensive use of primary sources. [W]

Prerequisite: HIST 214 or permission of instructor. Instructor: Staff.

HIST 495-496 - Thesis ()

Guided by a member of the staff, the student writes a thesis in a specialized field. If at the end of the first semester the student's project appears to have honors potential, the student may apply to pursue graduation with honors. Upon satisfactory completion of the essay, the student takes an oral examination on the thesis and its historical field. Signature of Department Head or Instructor required. [One W credit only upon completion of both 495 and 496]

Instructor: Staff.

IA - INTERNATIONAL AFFAIRS

IA 200 - Globalization and Its Critics ()

This interdisciplinary course introduces students to the scholarly literature on the origins, developments, and current realities of globalization. It covers the arguments of main proponents and critics of globalization from a political, social, economic, and environmental perspective. It also enhances their understanding of the basic trends and power dynamics of globalization. The course utilizes quantitative, qualitative, and spatial data analysis to illuminate and critique global economic, political, and social trends.

Prerequisite: Two 100-level courses (from A&S 102, ECON 101, GOVT 102, HIST 105, or REL 101) or permission of instructor. Instructor: Staff.

IA 210 - Geospatial Analysis of Global Environmental Issues ()

This course introduces students to the use of geographic information science (GIS) techniques by applying these tools to identify and analyze global environmental issues, with a particular focus on the implications of transnational flows of materials, people, and ideas. This course takes a hands-on approach, investigating topics through a close engagement with mapping and geospatial data through laboratory exercises.

Instructor: Gallemore.

IA 230 - Global Perspectives on Gender and Equality ()

This interdisciplinary course tackles fundamental questions about the gendered nature of different societies and political systems around the globe. It questions and challenges social relations that subordinate women to men in politics, society, and culture and investigates such issues as representation, education, work and health. The course also emphasizes how gender intersects with other forms of oppression and social inequality, such as race, class, nationality, and sexuality and investigates what forms of local, international, and transnational resistance and cooperation developed in response. [GM1, GM2, W]

Instructor: von Wahl.

IA 240 - Pursuing Global Sustainability ()

This course investigates the challenge of achieving global sustainability by looking at a selection of international sustainable development goals. Students will investigate progress toward sustainability across the world, with an emphasis on transnational connections and the holistic nature of the sustainability challenge. Students will explore the importance of measurement and monitoring for global sustainability through direct engagement with and analysis of key sustainability data sets.

Instructor: Gallemore.

IA 245 - Making Disasters: Natural Hazards and Human Vulnerability ()

Natural hazards and disasters drastically influence human security around the globe. Understanding how human security is related to hazard risk is integral to addressing the inequalities that emerge from local-global relationships. This course emphasizes a critical and interdisciplinary approach to understanding the relationship between natural hazards and the socio-political contexts in which they occur, while focusing on diverse, international case studies that stress governance, international aid, and the connections between global relationships and local vulnerability. [GM2, SS]

Prerequisite: Sophomore standing. Instructor: Trumble.

IA 250 - Atrocity, Genocide and Reparations ()

This interdisciplinary course studies the emergence of reparations as reaction to atrocities and genocide on a national and international level across time and place. It introduces conceptual nuance by focusing on the theoretical and practical implications of the emergence and development of nationalism for state violence. The course situates past atrocities historically and discusses cultural, societal and social reactions that have led to symbolic and/or material reparations. [GM1, GM2, SS, W]

Instructor: von Wahl.

IA 260 - Latin America in Exile ()

This interdisciplinary course examines exile and the circulation of ideas and dissidence across Latin America and the Caribbean. Drawing from cultural studies, literature, and art, it interrogates how exile is simultaneously the product of repression and a source of solidarity, resistance, and new visions for a just society free of oppression. Students will understand the transnational exchanges that shaped anti-colonial struggle, spread of revolutionary ideologies, and fight for democracy across, to, and from the region. [GM2, H]

Instructor: de Toledo Piza.

IA 280 - Research Methods in International Affairs ()

This course introduces students to the diversity of empirical methods used in International Affairs research, focusing on multi-method ways to address global and international questions. Students learn to formulate effective research questions, to select and apply appropriate methods for collecting and analyzing data to answer them. After completing this course, students can construct and defend research designs appropriate to questions of interest to International Affairs and practitioners and conduct research independently. [W]

Instructor: Gallemore, von Wahl.

IA 301-302 - Independent Study ()

Junior and senior International Affairs majors are encouraged to focus on a topic of particular interest to them, under the supervision of a selected faculty member. Generally, this course involves intensive reading and written reports, though other arrangements can be made between the student and faculty member. Students must obtain the approval of the International Affairs chair and the selected faculty member.

Instructor: Staff. Offered: As needed.

IA 310 - Mapping World Cities ()

This course takes a transnational perspective on the "Urban Century," in which, for the first time in human history, the majority of people live in urban areas. Students will study the development and changing footprint of world cities and world city networks, considering issues including migration, diasporas, land use, transportation, gentrification, agglomeration, and sustainability.[GM2]

Instructor: Gallemore.

IA 320 - Gender and Development in the Global South ()

This course examines the construction of the western notion of "development" in historical perspective, especially the gendered assumptions in both the economic and political frameworks. Students examine the gendered allocation of the benefits of growth in various models for development - both theoretically and in specific cases. Students explore the policy ramifications for aid (both private and international). [GM1, GM2]

Instructor: Stewart-Gambino.

IA 325 - Money Well Spent? Politics of Global Philanthropy ()

Global giving has risen as a result of the amassing of great fortunes in the global economy and driven by digital technologies that encourage small-donor individuals to "make a difference". This course examines the philosophical, legal, political, and sociological roots of (primarily) Western philanthropy from the Global North and analyzes the claims and the records of different kinds of philanthropic entities operating in the Global South. Students will deepen their own ethical and political frameworks as donors, citizens, well-meaning individuals. Open to Juniors and Seniors. [V]

Instructor: Stewart-Gambino.

IA 330 - Global Extraction, Resistance and Human Rights ()

This course examines global extraction of non-renewable resources such as metals, rare-earth minerals and fossil fuels: coal, oil, and natural gas. We will investigate the relationship between extraction and global economic development, but also how our dependency upon non-renewable resources undermines the environmental well-being and human rights of the communities where resources are extracted. We will also examine how social movements are organizing to transform the extractive industry and the global economy. [GM2, V]

Instructor: Fischer-Hoffman.

IA 340 - Special Topics in International Affairs ()

An offering on a transnational, international and/or global subject selected by the instructor to meet student and programmatic needs as conditions permit. Announcement of the subject is made in advance.

Prerequisite: IA 280 or other Research Methods course. Instructor: Staff.

IA 350 - Global Migration ()

This interdisciplinary course examines how international migration has become a complex phenomenon affecting people and communities. It analyzes the unevenness of human mobility and the
forces at play that halt or enable the circulation of people and interrogates why many are forcibly displaced while migrating is not available to everyone. Students will understand the social and political factors that impact who, how, and why people migrate as well as their migration
experiences, struggles, and livelihoods. [GM2, SS]

Prerequisite: A&S 102 or GOVT 102 or GOVT 103 or HIST 105 or ECON 101 or REL 101, or permission of instructor. Instructor: de Toledo Piza.

IA 380 - Contemporary Europe: Between Crisis and Cooperation ()

This interdisciplinary seminar focuses on the analysis of several large-scale crises that have shaken European economies, politics, and societies in recent years. With the help of several case studies, such as the Euro crisis, the refugee crisis, and Brexit, we are asking what situations constitute a "crisis" and for whom or what? How did these crises turn from local or national problems into large-scale European-level crises? How are these national, transnational, and supranational crises linked to the rise of right-and left-wing populism? The course will assess these timely questions and ask why the existing mechanisms of cooperation have become insufficient and how to address these shortcoming. [GM2, W]

Prerequisite: A&S 204 or GOVT 102 or GOVT 103 or IA 200, or permission of instructor. Instructor: von Wahl.

IA 400 - Senior Capstone in International Affairs ()

Designed as a capstone seminar for International Affairs majors to provide a culminating experience bringing together, through research and the completion of several papers, students' knowledge developed in their thematic and regional courses. The seminar explores theoretical concepts and guides students in empirical research on globalization through an interdisciplinary approach, culminating in a capstone project tracing a commodity, idea, or practice. This course is required of all International Affairs majors; others with permission of instructor. [W]

Prerequisite: IA 280, and senior standing or permission of the instructor. Instructor: Gallemore, von Wahl.

IA 495-496 - Thesis ()

Students interested in completing a thesis for program honors are advised to consult with the chair toward the end of their junior year. Following selection of a topic and a thesis director, a research design must be provided at the opening of the fall semester. The student then completes IA 495. If the thesis director and chair conclude that sufficient progress has been made, the student takes IA 496 and completes a thesis for submission for honors. [One W credit only upon completion of both 495 and 496]

Instructor: Staff.

INDS - INTERDISCIPLINARY STUDIES

INDS 105 - Language and History: Renaissance Italy ()

An intensive, month-long introduction to the city of Florence during its "Golden Age" (the medieval and Renaissance eras): economic and political history, and the history of political thought, learning, art, music, literature, and science. The course also includes intensive Italian-language instruction, which earns the student credit for the language requirement in the Lafayette CCS. [H, EPSL]

Instructor: Cummings.

INDS 122 - Lumiere Noire: The African Diaspora in Paris ()

This course explores Paris as a center of cultural exchange for both African American expatriates and the broader African Diaspora, challenging notions of color-blindness. It examines the distinct articulation of Black American identity in various mediums and its impact on political activism and Pan-African consciousness. Trips to Marseille and Nantes are included to delve into their significant roles in Black history in France, particularly concerning the African Diaspora and the transatlantic slave trade. [GM2, H]

Instructor: Wilson-Fall, Perrot.

INDS 128 - China: An Ancient Civilization and New Global Power ()

This interim course will familiarize students with China, an ancient and modern global power. In a journey of major Chinese cities, this course will introduce students to Chinese cultural history, current economic development, and social life. Through a combinations of directed readings, basic language study, visits to historical sites, participation in cultural activities and lecture/discussion sessions, students will gain critical understanding of this complex nation. [H, GM2]

Instructor: Yang, Furniss.

INDS 140 - A History of Japanese Culture and Government, 400-1600 A.D. ()

This interim course will immerse students in the aesthetic and political history of a nation which gave the world its first novel, Zen Buddhism, epic war poetry, samurai castles, sushi, and a number of internationally admired performance and plastic artistic traditions. Through a combination of directed readings, language study, site visits to major monuments, participation in cultural demonstrations, and lecture/discussion classroom activities, students will gain a basic grounding in Japan's premodern history. [H, GM2]

Instructor: Barclay, Ikegami.

INDS 145 - India: Faces of Globalization-Impact and Challenges ()

This course examines globalization in India as it impacts different segments of society. Students will learn about India’s successes, opportunities, and challenges that have followed in the wake of globalization; its contribution to recent advancements toward making technology more accessible to the general population; and its role for improved agency and economic benefit to the community. Planned course activities include class discussions, lectures by local experts and with Lafayette Alumni, and excursions/visits to landmark sites in and near Mumbai and Jaipur/Agra. [SS, GM1, GM2]

Instructor: Bookwala, Stewart-Gambino, Ghai.

INDS 170 - Modern Sub-Saharan Africa: Kenya and Tanzania ()

This course combines a firsthand look at the sociocultural environment and natural resources that shape development and change in Kenya and Tanzania. Particular attention is devoted to the rich indigenous history and traditions that provide social and economic purpose for art, the foundations for democratic institutions, support for dignity, industriousness, and accommodation for development. This course examines the degree to which Kenya and Tanzania have achieved their development objectives by managing cultural acculturation, natural resources, and modernization. [GM2]

Instructor: Ahene.

INDS 171 - Madagascar-Lafayette Initiative for Malagasy Education (LIME) ()

Students in this course will participate in a peer-to-peer mentoring program between Lafayette students and high school students from Madagascar to prepare the latter for the process of applying to colleges in the U.S. The students will work with Malagasy students identified by the United States Embassy over a 1.5 year period, and will do so in person during the three week trip to Madagascar that constitutes this course. [GM2]

Instructor: Stifel.

INDS 172 - Voices of South Africa: Cultural Diversity, Hegemony and Agency ()

South Africa, the "Rainbow Nation," is built on the diversity of its people practicing many cultures and religions, and speaking 11 official languages. In 1994, the first democratic elections were held ending four decades of apartheid. Its society drives an energetic world of culture that draws on African, European, and Asian roots and breathtaking scenery to forge a distinct identity. However, South Africa also suffers under the HIV/AIDS pandemic. This course introduces students to South Africa and confronts a variety of its "voices". [H, SS, GM1]

Instructor: Ahene, Lamb-Faffelberger.

INDS 174 - Global Senegal: Alternative Modalities ()

This course provides an intensive learning experience in a French-speaking West African country. English is widely spoken by young urban residents who study it in school, and roughly 42 percent of the country's population lives in Dakar, the capital, and its surrounding towns. Senegal is well known for its local intelligentsia, especially historians and economists, and is an international site of study of the pre-colonial, colonial, and post-colonial experience in Africa. [GM2]

Instructor: Swanson, Wilson-Fall.

INDS 184 - South Africa's Past and Present: History, Social Justice, and Post-Apartheid Futures ()

This interim course is designed to introduce students to the history, politics, and cultures of contemporary South Africa. Secondary themes will center on questions of racial conflict, class inequality, national reconciliation, and social justice more generally during the apartheid (1948-1994) and post-apartheid (1994-present) periods. [GM1, GM2]

Instructor: C. Lee.

INDS 191 - The Cuban Revolution and its Social Impact: Focus on Social, Environmental and Agricultural Aspects ()

The Cuban economy has historically been largely based on agricultural production. By the end of the 18th century, Cuba was the largest exporter of sugar in the world and the quality of its celebrated cigars is still considered to be unrivaled. In this course, students will explore the ways in which the Cuban Revolution has and has not transformed society by focusing on the way Cubans relate to their land and environment. Special attention will be paid to the effects of U.S. policy and the U.S. embargo against Cuba as well as to perceptions on the island to the recent events taking place in the relationship between the two countries. Questions of race, class, and gender will be woven throughout as will attention to the intersections of politics, economics, and religion. By traveling the island, experiencing cultural and social activities, and engaging with experts in several fields, students will have an opportunity to critically evaluate the complexities of contemporary Cuba.

Instructor: Westfall, Schettino.

INDS 201 - From Plate to Plate: Terroir and the Geology and Agriculture of Food in Italy ()

Terroir means “the taste of place,” suggesting how foods and drinks are geographically and culturally specific. This course examines the concept of terroir through a tour of Italy that begins with the geological basis for farming (soil, subsoil, and fertility), moves on to the practice of agriculture and farming, and ends with an examination of kitchens and tables. Students explore the lifecycle of food from plate to plate, using Italy as the case study. [GM2]

Instructor: Carley, Cohen.

INDS 202 - A Journey through the German-Speaking World: Exploring its History, Society, and the Arts ()

This course explores the sociopolitical and cultural histories of the German-speaking people that have been shaped by the major intellectual and popular currents in Europe, both religious and secular. Focusing on significant social and cultural movements throughout the centuries in Germany and Austria, the seminar investigates the importance of cultural production for social change. Topics discussed are identity and difference, dominance and hegemony, and conflict and resistance in the secular and the religious domains of society. [H, GM1]

Instructor: Lamb-Faffelberger.

INDS 208 - Exploring Peru's Indigenous Populations in the Modern Day ()

This course in Peru will give students the opportunity to learn about Peruvian society and history. Specifically, students will explore the manner in which indigenous peoples in Peru and their traditional ways have survived even after over 500 years of colonial and post-colonial existence. Students will explore various cultural sites in Lima, Peru's capital city, stay with an indigenous family in Cusco, and finally explore the ancient Ruins of Machu Picchu. [GM1, GM2, H, SS]

Instructor: Torres.

INDS 211 - Interdisciplinary Seminars in Life Sciences: Symposia on Biomedicine, Bioengineering, Biochemistry, and Environmental Science ()

Interdisciplinarity in sciences and engineering is no longer the exception as traditional divisions between disciplines erode. Some of the most exciting research in science and engineering is currently happening in the white space between disciplines. This course intends to introduce to students to high impact interdisciplinary topics through a combination of primary literature, discussions, and lectures from some of today's high impact academics. 1/2 course credit.

Instructor: Ferri, Mylon.

INDS 214 - Journey to Rome: Approaching and Exploring the Eternal City ()

This course will be a double journey in time. We will not only explore the city of Rome (from antiquity to modernity) but also recreate the experience of traveling to the Eternal city in past centuries. The course consists of three parts: first, approaching Rome, following a centuries-old travel route via Munich, Innsbruck, and Verona (4 days); second, excursions in Rome (8 days); third, a trip to Naples and excavated Pompeii (3 days). [H]

Instructor: Dubischar, Sinkevic.

INDS 218 - The World Runs on Processes ()

Aprocess can be defined as a series of actions taken in order to achieve a result. This result can be the production of a good in a manufacturing plant, a tourist site or the movement of people in a city. In this interim abroad course, we will explore how these processes are developed from multiple lenses, which can include, but not limited to: engineering, sustainability, cultural, sociotechnical and economic. This exploration will occur through a mixture of lectures, seminars and on-site visits of both technical companies and cultural sites in a particular part of the world. [GM2, V]

Instructor: Senra, Perrot. Offered: Winter.

INDS 222 - Engineers without Borders Practicum ()

This 0.5 credit course is available to students actively participating in either the management of or the development of technical or socio-cultural solutions for Engineers without Borders service-learning projects. For the former, students should be members of the leadership board and participate in weekly board meetings and other EWB activities. For the latter, significant work on a technical or socio-cultural project must be completed. Grading for this course is pass-fail. This course may be repeated up to four times for credit. 1/2 course credit

Prerequisite: Permission of the instructor. Instructor: J. Smith.

INDS 223 - Social Entrepreneurship ()

Course topics include a range of business models: not-for-profit groups, organizations with revenue-generating products or services in pursuit of a social goal, and socially responsible for-profit companies. Students will learn from examples that include locally-based efforts, organizations that operate around the U.S., and examples from abroad. They will also be part of a team that designs and develops strategies for a particular societal issue relevant to a community partner. [V]

Instructor: Staff.

INDS 224 - The Cultures and Landscapes of Greece: Perspectives of Writer, Ancient and Modern ()

Traveling around Greece to visit museums and important historical and archeological sites, students will see firsthand the diversity of the country's topography and have the opportunity to study artifacts that give us glimpses into Greece's distant and more modern past. This "field experience" will enhance students' ability to cast a critical eye on the ways writers of imaginative literature have represented institutions and customs, values and priorities of Greeks living in particular locales at particular historical moments, and will help foreground ways in which the natural environment of Greece has both been shaped by and helped to shape the country's ever-changing cultures. [H, GM2]

Instructor: Byrd, Reynolds.

INDS 226 - Constructing Madrid, Spain, and Iberian Worlds ()

What tools and information do you need to understand Madrid and the Iberian Peninsula in their global and

multicultural contexts? We will begin with the flows of capital, people, goods, and ideas through Spain and Portugal, the Mediterranean and Atlantic Worlds, and parts of Asia. Then we will focus on the transformation of urban spaces prior to, during, and after Spain's military dictatorship. The course concludes with an analysis of post-conflict reconstruction processes and their relation to Spain's cultural heritage in the 21st century. [GM1, GM2, V]

Instructor: Donnell.

INDS 233 - Writing London's Ecologies ()

London is a city pulsing with underground rivers, deep diversity, and a (more than) human ecosystem like no other. This course uses London as its location and focus to guide students in the techniques and ethical questions of nature writing as a way of understanding a metropolitan, urban space. [GM1, V, W]

Instructor: Phillips.

INDS 240 - From Generosity to Justice: Addressing Social Problems through Action and Reflection ()

This interdisciplinary seminar centers on questions that arise when students volunteer to work with people in the community who are poor. Specific problems—homelessness, poverty, or crime—as well as the social system in which they exist are studied. [W]

Prerequisite: Sophomore standing or above and one semester of volunteer work. Corequisite: Volunteer experience is also required. Instructor: Beckman, Miller.

INDS 245 - Social, Economic and Ethical Issues in Health Care in the US and UK ()

This course in conjunction with INDS 371 examines selected social, economic and ethical aspects of the health care systems of the U.K. and the U.S. After providing an overview of the two systems, selected features are compared. Once comparisons are made, the ethical implications of system differences are explored. The course includes lectures, discussions, guest lectures, site visits, student presentations, and short papers. [GM2]

Instructor: Caslake, Ruebeck.

INDS 246 - Biotechnology and Innovation ()

The objective of this multidisciplinary course is to provide an overview of the biotechnology commercialization process. Placing biotech innovations in a societal context, we will discuss the role of intellectual property, government policies and regulations, marketplace economics and ethical debates on the development and commercialization of new life science technologies. The approach will focus on both large enterprise models as well as smaller entrepreneurial approaches to technology commercialization and the principles needed to translate research from a lab bench to the marketplace.

Instructor: Beyer .

INDS 253 - Being Human in STEM ()

This seminar will examine the lack of diversity in science, technology, engineering and mathematics (STEM) by exploring individual narratives and research on how gender, race/ethnicity, sexuality, (dis)ability, and other identities impact academic and professional experiences in STEM. Evidence-based interventions to enhance the policies, practices, and culture of STEM will be evaluated. Students will collaborate on a research project to foster greater inclusion, diversity, equity, and access in STEM at Lafayette and beyond. [GM1]

Instructor: Hill.

INDS 256 - Green Europe: Cultures of Sustainability in Germany and Beyond ()

This course explores key topics of sustainability and environmentalism in four European countries: Germany, Switzerland, France, and the Czech Republic. Students learn about technologies, initiatives, and policies related to climate change, renewable energy, recycling, transportation, housing, design, and activism in Europe. In close conversation with field trips to cities such as Freiburg, Basel, Strasbourg, Berlin, and Prague, students will explore and experience European history and cultures while developing individual sustainability projects in a global perspective. The course is part of a study abroad program that requires completing a German language course. [GM2, V]

Instructor: Johannßen. Offered: Summer .

INDS 271 - Social Values and Technology in Historic Architecture ()

Study of Roman, Byzantine, and French Medieval architecture as expressions of pre-industrial era architectural technology and societal values. Consideration of the interdependence of societal values and technological progress as reflected in the buildings of the period in question. [V, W]

Instructor: Van Gulick.

INDS 279 - Conflict in Eastern Europe: Past and Present ()

This course will bring students to Eastern Europe for three weeks, with bases in Krakow, Warsaw, and Berlin (and day trips to places like Auschwitz and Dresden). We will look to see how the Ukrainian war affects neighboring regions, and we will also consider the ways that past conflicts have been memorialized, with special attention to World War II and the Holocaust, with the goal of understanding the relationship between social memory and (inter)national conflict. [H, GM2]

Instructor: Sanborn, Ceballos.

INDS 280 - The Three Faces of Russia: Imperial, Soviet, and Modern ()

In this course students spend three weeks examining the history and culture of Russia and Latvia while traveling through these two countries. The course is structured around several themes: culture, history (Imperialism, World War II, Glasnost), literature, art, politics, economics, the dilemmas of post communism and contemporary issues. Students are encouraged to learn and absorb materials that fall outside of these categories, but the reading and excursions are focused on these themes. [H, GM1]

Instructor: Pribic, Sajez.

INDS 281 - London and Dublin Theater ()

England's rich theatrical tradition is continually affirmed by the excellence of its London theater productions. During this course, students attend a dozen plays at West End and fringe theaters, the National Theatre, and the Barbican Center,

which hosts the Royal Shakespeare Company. Though the specific works studied depends on theater offerings, the course focuses on literary and performance aspects of Shakespearean and modern plays. [H, GM1]

Instructor: O'Neill, Owens. Offered: Interim only.

INDS 321-322 - Technology Clinic ()

A small group of selected students work together with faculty mentors to solve a real-world problem proposed by an industrial or government sponsor, addressing the social, technological, and economic factors relevant to a solution. Students work on campus as a team and at times independently and on-site with the sponsors. [INDS 322 SS,W]

Prerequisite: By nomination. Instructor: Malinconico.

INDS 330 - Grand Challenges Project ()

In this course a group of students from multiple disciplines will focus on one of the fourteen Grand Challenges. These have been identified by the National Academy of Engineering as the most pressing issues facing global society in the 21st century. The course provides a multidisciplinary experience where students use their disciplinary expertise in combination with the other team members to investigate, address, and develop incremental solutions to the Grand Challenges. 0.25 credits

Prerequisite: Sophomore, Junior or Senior standing. Instructor: Staff.

INDS 331 - Current Issues for Health, the Life Sciences, and Society ()

The connections and interplay between health, life sciences, and society are an important force in shaping how humans address issues related to aging, disease, care for the sick and injured, the impact of climate change on health-related issues, relationships between socio-economic factors and health, and many others. In this course, we will explore these connections by engaging with the primary literature, discussing talkes that will be delivered by guest speakers, and engaging with the community.

Prerequisite: The student has completed or is concurrently completing four of the six courses that count toward the Health, Life Sciences, and Society minor, or permission of the instructor. Instructor: Staff.

INDS 361 - The Gothic Cathedral: Structural Rationalism ()

Gothic cathedrals are considered as representing the physical embodiment of the values of medieval society. The course explores the dependence of their construction on medieval developments in construction technology and the essential interdependence of societal values and technological progress. It also considers how the structural rationalism of Gothic architecture, as interpreted during the nineteenth century, is the foundation for much of modern architectural theory. [W]

Instructor: Van Gulick.

INDS 371 - Health Care Internship ()

The aspect of this course paired with INDS 245 is a placement in a health care, human services, governmental, or academic institution. The internship will last four weeks, on a daily schedule to be determined by the placement supervisor. This experience will add to the student's understanding of cultural differences in the U.K. and the role this organization plays in it. The internship will begin in mid June and continue through early July. There will also be class meetings on Fridays during the internship period, as reflected in the schedule.

Instructor: Caslake, Ruebeck.

INS - INTERNATIONAL STUDIES

INS 401 - International Studies Practicum I ()

The first part of a two course sequence of a professional experience involving total immersion in a non-English-speaking foreign culture. Students practice engineering at an appropriate foreign location. Students document their accomplishments so that they can be evaluated and graded. At least part of the documentation may be required to be in the foreign language spoken.

Prerequisite: Advanced standing in International Studies. Instructor: Smith, Van Gulick.

INS 402 - International Studies Practicum II ()

The second part of a two course sequence of a professional experience involving total immersion in a non-English-speaking foreign culture. Students practice engineering at an appropriate foreign location. Students document their accomplishments so that they can be evaluated and graded. At least part of the documentation may be required to be in the foreign language spoken. [W]

Prerequisite: Advanced standing in International Studies. Instructor: Smith, Van Gulick.

JAPN - JAPANESE

JAPN 101 - Elementary Japanese I ()

This course teaches fundamentals of spoken and written language, including real-life situational contexts of greetings, shopping, counting, explaining daily activities, requesting, making plans, and invitations. Students also will learn Japan's three writing systems; *hiragana*, *katakana*, and *kanji* (Chineses characters). Class and laboratory. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies.

Instructor: Ikegami.

JAPN 102 - Elementary Japanese II ()

This course continues teaching fundamentals of spoken and written language, including real-life contexts of explaining situations, expressing opinions and medical symptoms, comparing items, requesting, introducing family members, and making holiday plans.Students will learn more colloquial expressions by using various patterns and continue studying *kanji* (Chinese characters). Class and laboratory. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Prerequisite: JAPN 101 or equivalent proficiency. Instructor: Ikegami.

JAPN 111 - Intermediate Japanese I ()

This course reviews and expands the basic structure patterns and vocabulary from Elementary Japanese with increasing emphasis on reading. More elaborate social and ritual exchanges, as well as casual speech, are developed including real-life contexts of looking for a part-time job, sending a present, planning a trip, dealing with the Lost and Found, and grumbling or gossiping. Continued study of *kanji* (Chinese characters). Class and laboratory. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Prerequisite: JAPN 102 or equivalent proficiency. Instructor: Ikegami.

JAPN 112 - Intermediate Japanese II ()

This course continues expanding the basic structure patterns and vocabulary with increasing emphasis on reading. More elaborate social and ritual exchanges as well as honorific/humble speech and passive/causative speech. Real-life contexts are based on business and social settings like at a company, a police station, or a home-stay family. Continued study of *kanji* (Chinese characters). Class and laboratory. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [GM2, H]

Prerequisite: JAPN 111 or equivalent proficiency. Instructor: Ikegami.

JAPN 211 - Advanced Japanese ()

This course is aimed at third-year students of Japanese and is designed to foster continued development of the three communicative modes (interpretation, interpersonal dialogue, and formal spoken and written presentation) through the study of a variety of different topics from Japanese geography and history to pop culture. We will cover appropriate chapters in an advanced Japanese-language textbook and utilize multi-media materials to increase both proficiency in the aforementioned modes and cultural literacy.

Prerequisite: JAPN 112 or instructor permission. Instructor: Ikegami.

JAPN 290-291 - Independent Study in Japanese ()

These courses are for students who continue studying Japanese beyond the Intermediate level, to the Advanced level, in order to develop their skills. It emphasizes reading more authentic materials such as newspapers, magazines, and Internet articles and on writing compositions or corresponding. Also, students will focus on the skill that they want to improve particularly.

Prerequisite: JAPN 112, equivalent proficiency, or permission of instructor. Instructor: Ikegami.

JS - Jewish Studies

JS 110 - The Holocaust ()

The Holocaust was arguably the most pernicious Jewish catastrophe; it continues to challenge our understanding of historical processes, our systems of values, and our notions of culture. What ideology facilitated it? Was it directed exclusively at Jews? Who were its first victims? Who was responsible for it – Hitler, Germans, and/or other accomplices? In this course, we will discuss these and other questions by studying primary and secondary sources according to a panoramic approach known as "integrated history." [GM2, H, V]

Cross-Listed as: REES 110. Instructor: Rice.

JS 226 - Jewish-Christian Relations: From Enmity to Dialogue? ()

Judaism and Christianity claim common roots, yet historically defined themselves often as adversaries. Throughout most of history, Christianity relegated Judaism to a status of tolerated minority. This course explores complicated Jewish-Christian interactions since the "parting of the ways," to medieval persecutions of the Jews, to processes of modernization and emancipation, to recent attempts at dialogue spurred by the tragedy of the Holocaust. While not free from controversies, these attempts do often result in interfaith reconciliation. [GM1, H, V, W]

Cross-Listed as: REL 226. Instructor: Rice.

JS 307 - Jews in Poland, Culture and Memory ()

The course traces the development of Jewish civilization in Poland, the spiritual and demographic heart of Judaism, examining distinctive Jewish movements and institutions and the flowering of secular Jewish culture in the early twentieth century. The course also considers the controversial issue of Jewish-Polish relations before, during, and after World War II. Finally, it confronts the rebirth of a Jewish community in Poland since 1989, the place of Jews and Judaism in Polish collective memory, and tensions between the two. [GM1, GM2, H, W]

Cross-Listed as: REL 307. Instructor: Rice.

JS 310 - Testimonies of Atrocity ()

This research seminar explores testimonies of two arguably most horrific human-made catastrophes of the twentieth century: Holocaust and the Soviet GULAG system. By studying victims' accounts, students will learn to reconstruct daily experiences of people trapped in violence of totalitarian regimes. Applying concepts from theoretical literature, students will analyze diverse contexts of witnessing and discuss contingencies and challenges of creating testimony in different media (written, oral, audio) and social-political contexts of particular times. [H, GM1, GM2, V, W]

Cross-Listed as: REES 310. Instructor: Rice. Offered: Every two years.

LACS - Latin American and Caribbean Studies

LACS 101 - Introduction to Latin American & Caribbean Studies ()

This course introduces students to the history of Latin America and the Caribbean and how it shapes contemporary issues. Drawing from historical texts, literature, film and *testimonios*, students explore a range of geographies, experiences and perspectives from Latin America. Covering themes such as colonization, slavery, revolution, identity, conflict, dependency and development; students read classic texts–and critique them–while crossing disciplinary

boundaries from history, anthropology, political economy and literary studies. [GM1, GM2, H]

Instructor: Fischer-Hoffman, Staff. Offered: Fall and Spring.

LACS 104 - Introduction to Latin American and Caribbean Studies:The Arts ()

This introductory course examines the diverse cultures of Latin America through a study of its arts though readings, sound recordings, films, and lectures. Students encounter the communities, histories, traditions, and newer forms of artistic expression. Our final objective is to relate the Latin American culture with cultura latina in the United States. The course provides a framework for more advanced studies on Caribbean and Latin American themes. [H, GM2]

Instructor: Torres.

LACS 201 - Perspectives and Debates in Latin American & Caribbean Studies ()

The purpose of this course is to introduce students to the themes, ideas and contemporary issues that affect the land and peoples of Latin America. While building historical context for contemporary events, we'll examine Latin America through a multidisciplinary lens focused on analyzing power and learning from the rich and diverse experiences and perspectives of Latin Americans. [GM1, GM2, SS]

Instructor: Fischer-Hoffman.

LACS 275 - Crossing the Americas: Latin American Migration and Latines ()

In this course we will trace Latin American migration to and within the United States over the course of the 20th Century. We will map the various turning points in the local and federal treatment of immigration to the U.S. and examine the shared and unique experiences of migrant groups from Mexico, the (Spanish-speaking) Caribbean, Central America, and South America. This course explores the complex historical, legal, and political issues that surround the phenomenon of migration. The first of the three main themes of this course, Moving, will provide a historical overview of the push/pull factors that have shaped Latin American migration. In the section on Mapping, we will trace legal and demographic dynamics of Latin American migration over time and place. During the final part of the course, entitled Telling, we will analyze memoirs and Testimonios that speak to diverse immigrant experiences. [H, GM1, GM2, W]

Cross-Listed as: HIST 275. Instructor: Pite, Fischer-Hoffman.

LACS 277 - Media and Social Movements in Latin America ()

The purpose of this course is to develop a critical understanding of the relationship between communication, media, power, development and social change in different political, social, and cultural settings throughout Latin America. We will examine theories related to social movements in the digital age through case studies from Venezuela and Mexico. Students will utilize new technologies to create a final podcast project on a related topic of their choice. [GM1, GM2]

Cross-Listed as: FAMS 277. Instructor: Fischer-Hoffman.

LAT - LATIN

LAT 101 - Elementary Latin I ()

Emphasis on achieving skills necessary for sustained reading of classical Latin texts. Fundamentals and exercises in grammar, syntax, and development of vocabulary. Some work on Latin roots for vocabulary-building in English and enhancement of knowledge of European languages. Recitation. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies.

Instructor: Dubischar.

LAT 102 - Elementary Latin II ()

Emphasis on achieving skills necessary for sustained reading of classical Latin texts. Fundamentals and exercises in grammar, syntax, and development of vocabulary. Some work on Latin roots for vocabulary-building in English and enhancement of knowledge of European languages. Recitation. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Prerequisite: LAT 101 or equivalent proficiency. Instructor: Dubischar.

LAT 111 - Intermediate Latin I ()

Fall: Reading of short selections in prose and in the poetry of Catullus with attention to the political, moral, and cultural climate of the late Roman Republic. Spring: Reading of at least one book of Tusculan Disputations of Cicero and of selections from the Satyricon of Petronius against the background of the early Roman Empire. Recitation. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Prerequisite: LAT 102 or proficiency. Instructor: Dubischar.

LAT 112 - Intermediate Latin II ()

Fall: Reading of short selections in prose and in the poetry of Catullus with attention to the political, moral, and cultural climate of the late Roman Republic. Spring: Reading of at least one book of Tusculan Disputations of Cicero and of selections from the Satyricon of Petronius against the background of the early Roman Empire. Recitation. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Prerequisite: LAT 111 or equivalent proficiency. Instructor: Dubischar.

LAT 211 - Advanced Latin ()

Courses such as: Latin Lyric Poetry, Latin Elegy, Latin Prose of the Early Empire, Latin Satire, Medieval Latin, Latin Philosophy, Lucretius, and Cicero. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Instructor: Dubischar.

LLS - LANGUAGES AND LITERARY STUDIES

LLS 210 - Second Language Acquisition ()

How do people learn another language? The primary goal of this course is to introduce students to a vibrant and expanding branch of language science and, more generally, to cognitive science as it relates to the study of second language acquisition. This course is designed for those interested in theories and processes of language learning or for those seeking a career in language teaching. [SS, W]

Cross-Listed as: PSYC 210. Instructor: Luo.

MATH - Mathematical Sciences

MATH 104 - A World of Mathematics ()

A non-calculus based course that highlights the nature and significance of mathematics and its widespread applicability across a variety of disciplines. Applications of mathematics and mathematical modeling may come from areas such as financial management, economics, political science, government, medicine, the natural sciences, and the arts. An emphasis will be placed upon developing the student's skills in critical thinking and in applying analytical skills to interpret quantitative information.[Q]

Prerequisite: (Not open to students who have credit for any mathematics course numbered above 120, except by permission of instructor.). Instructor: Staff.

MATH 110 - Statistical Concepts ()

An introduction to the concepts and reasoning underlying the interpretation of data and chance. Emphasis is on understanding how statistical analysis is used to gain insight into a wide variety of areas of human interest. Topics include elements of descriptive statistics, design of experiments, laws of probability, and inference from a sample to a population (including confidence intervals and hypothesis testing). Not open to students who have credit for any mathematics course numbered above 120, except by permission of instructor. [Q]

Instructor: Staff.

MATH 125 - Modeling and Differential Calculus ()

An introduction to mathematical modeling and the use of differential calculus. Topics include: analysis and manipulation of elementary functions, including trigonometric, exponential, and logarithmic functions; the differential calculus of such functions; and optimization. An ongoing emphasis will be the use of elementary functions as well as the differential calculus to model phenomena in the natural, social and life sciences. Not open to students who have credit for MATH 161 or MATH 165. [Q]

Prerequisite: Two years of high school algebra. Instructor: Staff.

MATH 141 - Differential Calculus and Economic Modeling ()

This course in the differential calculus of one and several variables is intended for students who plan to major in Economics or Policy Studies. Mathematical concepts include exponentials and logarithms, limits, ordinary and partial derivatives, techniques of differentiation, contours, and optimization in both one and several variables. Economic concepts and models include supply and demand curves, market equilibrium, present and future value, marginal analysis, total and average cost, elasticity of demand, and optimization subject to a budget constraint. Not open to students who have credit for MATH 161 or MATH 165. [Q]

Prerequisite: Three years of High School mathematics. Instructor: Staff.

MATH 161 - Calculus I ()

The sequence MATH 161, MATH 162, MATH 263 provides an introduction to calculus for students of mathematics, engineering, and the sciences. Topics include limits, derivatives, techniques of differentiation, definite integrals, the fundamental theorem of calculus, and applications of derivatives and integrals. [Q]

Prerequisite: High school trigonometry. Instructor: Staff.

MATH 162 - Calculus II ()

A continuation of MATH 161. Topics include techniques and applications of integration, introduction to differential equations, parametric curves and polar coordinates, infinite series and Taylor approximation.

Prerequisite: A grade of C- or better in MATH 161 or MATH 165. Instructor: Staff.

MATH 165 - Calculus I+ ()

A course which covers the same topics as MATH 161 while using a workshop experience and collaborative learning to give special emphasis to the development of problem-solving skills. Enrollment is by invitation of the Department of Mathematics. [Q]

Prerequisite: High school trigonometry. Instructor: Staff.

MATH 182 - Discrete Structures ()

An introduction to discrete structures and algorithms and some mathematical tools and methods of reasoning that aid in their development and analysis. Topics include: propositional and first-order logic, sets, counting, probability, algorithms, mathematical induction, relations, graphs, and trees.

Prerequisite: (CS 104 or CS 105) and (MATH 161 or MATH 165 or MATH 162). Instructor: Staff. Offered: Spring semester.

MATH 186 - Applied Statistics ()

An introductory course emphasizing standard methods and reasoning used in analyzing data. Topics include exploratory data analysis, design of experiments, least squares analysis, probability, sampling distributions and methods of inferential statistics. Includes an introduction to a statistical computing package. Not open to students who have credit for PSYC 120 or Biostatistics. [Q]

Prerequisite: MATH 125, MATH 141, MATH 161 or MATH 165, or permission of instructor. Instructor: Staff.

MATH 246 - Evolutionary Game Theory ()

An introduction to the concepts, techniques, and application of evolutionary game theory. The mathematics of game theory and natural selection offer insights valuable to the study of economics, biology, psychology, anthropology, sociology, philosophy, and political science. This course is intended to serve students with interests in any of these fields learn the approach, requiring minimal mathematical background, with special attention to apparent paradoxes, such as the evolution of altruism. [V]

Prerequisite: MATH 125, MATH 141, MATH 161, or MATH 165 and one of the following: ECON 101, BIOL 111, A&S 102, A&S 103, PSYC 110, GOVT 101, GOVT 102, GOVT 103, GOVT 104, PHIL 145, PHIL 200, PHIL 250, PHIL 260, or NEUR 201. Cross-Listed as: ECON 246. Instructor: Root, Ruebeck.

MATH 263 - Calculus III ()

A continuation of MATH 162. Topics include vector algebra, vector calculus, partial derivatives, gradients and directional derivatives, tangent planes, the chain rule, multiple integrals and line integrals.

Prerequisite: A grade of C- or better in MATH 162. Instructor: Staff.

MATH 264 - Differential Equations with Linear Algebra ()

An introductory course in ordinary differential equations including techniques of elementary linear algebra. Emphasis is on first-order equations, and higher-order linear equations and systems of equations. Topics include qualitative analysis of differential equations, analytical and numerical solutions, Laplace transforms, existence and uniqueness of solutions, and elemental models in science and engineering.

Prerequisite: MATH 263. Instructor: Staff.

MATH 272 - Linear Algebra with Applications ()

An introduction to linear algebra and some of its many applications. Topics include systems of linear equations, matrix algebra, Euclidean spaces and linear transformations between them, the rank-nullity theorem, eigenvalues, diagonalization, orthogonality and least squares approximation. Not open to students who have credit for MATH 300.

Prerequisite: MATH 162 [may be taken concurrently]. Instructor: Staff.

MATH 282 - Techniques of Mathematical Modeling ()

A course that introduces students to the fundamentals of mathematical modeling through the formulation, analysis, and testing of mathematical models in a variety of areas. Modeling techniques covered include curve fitting, difference and differential equations, simulation and an introduction to computer programming.

Prerequisite: MATH 162. Instructor: Staff. Offered: Spring semester.

MATH 286 - Introduction to Probability and Mathematical Statistics ()

This course will serve as a one-semester introduction to probability and mathematical statistics, with roughly half of the semester devoted to each. After learning basics of set theory and axiomatic probability, we review random variables, probability mass/density functions, expected value (including covariance and correlation), and expected value and variance of linear combinations. Then we begin inferential statistics (confidence intervals and hypothesis tests), correlation and simple linear regression, and, time permitting, one-way analysis of variance and/or x2 tests. Students may not receive credit for Math 286 if they have credit for Math 186.

Prerequisite: MATH 263. Instructor: Gaugler.

MATH 287 - Introduction to Data Modeling ()

This course will examine advanced methods for analyzing data. Topics will include experimental design concepts, one- and two-way ANOVA (and interaction), multiple regression and ANCOVA, analysis of categorical outcomes (including logistic regression), and power. Time permitting, additional topics may be covered. The course emphasizes the correct application and interpretation of these methods, including assessment of underlying assumptions. Applications will require use of statistical software (presumably R), which is left to the discretion of the instructor.

Prerequisite: MATH 186 or MATH 286 or MATH 336 or PSYC 120. Instructor: Gaugler.

MATH 290 - Transition to Theoretical Mathematics ()

An introduction to the concepts and techniques that permeate advanced mathematics. Topics include set theory, propositional logic, proof techniques, relations, and functions. Special emphasis on developing students' facility for reading and writing mathematical proofs. Examples and additional topics are included from various branches of mathematics, at the discretion of the instructor.

Corequisite: MATH 263 or permission of instructor. Instructor: Staff.

MATH 300 - Vector Spaces ()

A first course in theoretical linear algebra, emphasizing the reading and writing of proofs. Topics include systems of linear equations, matrix algebra, vector spaces and linear transformations, eigenvectors and diagonalization, inner product spaces, and the Spectral Theorem.

Prerequisite: MATH 290 or permission of instructor. Instructor: Staff.

MATH 301 - Case Studies in Mathematical Modeling ()

A course which engages students in the creation of mathematical models to answer questions about a variety of phenomena. Students work in small teams on a sequence of projects which require the formulation, analysis, and critical evaluation of a mathematical model and conclude with the submission of a written report by each student. [W]

Prerequisite: MATH 272 or MATH 300, and MATH 282. Instructor: Staff. Offered: Fall semester.

MATH 306 - Operations Research ()

A study of some mathematical methods of decision making. Topics include: linear programming (maximizing linear functions subject to linear constraints), the simplex algorithm for solving linear programming problems, sensitivity analysis, networks and inventory problems and applications.

Prerequisite: MATH 272 or MATH 300 or permission of instructor. Instructor: Staff.

MATH 310 - Ordinary Differential Equations ()

A course in the theory and applications of ordinary differential equations which emphasizes qualitative aspects of the subject. Topics include analytic and numerical solution techniques for systems of equations, graphical analysis, stability, existence-uniqueness theorems, and applications.

Prerequisite: MATH 263, and MATH 272 or MATH 300. Instructor: Staff. Offered: Spring semester of even-numbered years.

MATH 312 - Partial Differential Equations ()

An introduction to partial differential equations and their applications. Formulation of initial and boundary value problems for these equations and methods for their solution are emphasized. Separation of variables and Fourier analysis are developed. The course includes interpretation of classical equations and their solutions in terms of applications.

Prerequisite: MATH 263. Instructor: Staff. Offered: Spring semester of odd-numbered years.

MATH 323 - Geometry ()

Various geometries are considered including absolute, Euclidean, and the classical non-Euclidean geometries. General properties of axiomatic systems, models, and the role of Euclidean geometry in the development of other branches of mathematics are discussed.

Prerequisite: MATH 162 or permission of instructor. Corequisite: MATH 263 or permission of instructor; reading and writing proofs will be a significant part of the course, so MATH 290 could be useful, though it is not a prerequisite. Instructor: Staff. Offered: Fall semester of even-numbered years.

MATH 325 - Combinatorics ()

An introduction to the techniques and theory of enumeration of finite sets. Topics include combinations, permutations, generating functions, recurrence relations, the inclusion-exclusion principle, block designs, and graph theory.

Prerequisite: MATH 263, or permission of instructor; reading and writing proofs will be a significant part of the course, so MATH 290 could be useful, though it is not a prerequisite. Instructor: Staff. Offered: Fall semester of odd-numbered years.

MATH 328 - Number Theory ()

An introduction to the theory of the integers and techniques for their study and application. Topics include primality, modular arithmetic, arithmetic functions, quadratic residues, and diophantine equations.

Prerequisite: MATH 263 or permission of instructor; reading and writing proofs will be a significant part of the course, so MATH 290 could be useful, though it is not a prerequisite. Instructor: Staff. Offered: Spring semester of odd-numbered years.

MATH 335 - Probability ()

A development of basic probability theory including the axioms, random variables, expected value, the law of large numbers and the central limit theorem. Additional topics include distribution functions and generating functions.

Prerequisite: MATH 263. Instructor: Staff. Offered: Fall and spring semesters.

MATH 336 - Mathematical Statistics ()

A mathematical development of fundamental results and techniques in statistics. Topics include estimation, sampling distributions, hypothesis testing, correlation and regression.

Prerequisite: MATH 335. Instructor: Staff. Offered: Fall and spring semesters.

MATH 337 - Introduction to Stochastic Processes ()

A stochastic process is any collection of random variables and is a mathematical model or random phenomena that occur in time or space. They have application in many areas including physics, engineering, biology, mathematical finance, computer science, geology, and actuarial science, to name a few. This course includes fundamental stochastic processes and their applications, including Markov chains, martingales, Poisson processes, and Brownian motion.

Prerequisite: MATH 335 and (MATH 272 or MATH 300). Instructor: Staff.

MATH 338 - Advanced Regression Analysis ()

Topics include simple linear regression, multiple linear regression, and nonlinear regression. More specifically, the course covers applications of least squared techniques, inference, diagnostics such as residual analysis and the associated remedial measures, and the use of ANOVA in regression. The course uses a matrix-based approach. In addition, this course shows how regression is used in many other fields through practical application of the techniques covered in this class in real-world scenarios.

Prerequisite: MATH 336 and (MATH 272 or MATH 300). Instructor: Staff.

MATH 343 - Advanced Multivariable Calculus ()

A continuation of multivariable calculus from MATH 263 , using concepts from linear algebra. Topics include the derivative as a linear transformation, the Chain Rule, the Inverse and Implicit Function Theorems, the Change of Variables Theorem, and the integral theorems of Green, Gauss and Stokes; additional topics may include differential forms and series of functions.

Prerequisite: MATH 263, and MATH 272 or MATH 300. Instructor: Staff. Offered: Fall semester of odd-numbered years.

MATH 345 - Complex Analysis ()

An introductory course in the calculus of complex functions including the algebra and geometry of complex numbers, elementary mappings, complex derivatives and integrals,Cauchy-Riemann equations, harmonic functions, Cauchy's Integral Theory, Taylor and Laurent series, residues.

Prerequisite: MATH 263. Instructor: Staff. Offered: Fall semester of even-numbered years.

MATH 347 - Financial Mathematics ()

A wide range of topics in mathematical finance are covered, including: continuous time models such as the Brownian motion model for stock prices, the Black-Scholes model for options prices, the Ho-Lee, Vasicek and other models for interest rates, also different hedging strategies and numerical approaches for derivative pricing such as binomial trees, Monte-Carlo simulation and finite difference methods, and price models for credit derivatives such as asset swaps, credit default swaps and collateralized debt obligations.

Prerequisite: ECON 101, MATH 335. Instructor: Staff.

MATH 351 - Abstract Algebra I ()

An introduction to some of the fundamental ideas and structures of abstract algebra. Homomorphisms and isomorphisms, substructures and quotient structures are discussed for algebraic objects such as fields, vector spaces,

rings, and groups. Other topics may include factorization in rings, and finite group theory. [W]

Prerequisite: MATH 290. Instructor: Staff. Offered: Fall semester.

MATH 352 - Abstract Algebra II ()

The course covers field extensions and Galois Theory. Additional topics are included at the discretion of the instructor.

Prerequisite: MATH 351. Corequisite: MATH 300 or permission of instructor. Instructor: Staff. Offered: Spring semester of even-numbered years.

MATH 356 - Introduction to Real Analysis ()

A rigorous development of the calculus of functions of one real variable including the topology of the real line, limits, uniform convergence, continuity, differentiation and integration. [W]

Prerequisite: MATH 290. Instructor: Staff. Offered: Spring semester.

MATH 357 - Real Analysis II ()

An introduction to metric spaces and measure theory. Topics covered include metric space topology, compactness and completeness, uniform convergence of functions; basic measure theory, construction of Lebesgue measure on the real line, and the definition and basic convergence properties of the Lebesgue integral.

Prerequisite: MATH 356. Instructor: Staff.

MATH 358 - Topology ()

The main topics are set theory, the separation axioms, connectedness, compactness, and the continuity of functions. Classical general topological spaces are studied including regular spaces, normal spaces, first or second countable spaces, and metrizable spaces.

Prerequisite: MATH 356 or permission of instructor. Instructor: Staff. Offered: Fall semester of even-numbered years..

MATH 360 - History of Mathematics ()

Mathematics is a living, changing subject whose truths, once identified, have remarkable staying power. In this course students analyze various episodes in the history of mathematics that illustrate how mathematical knowledge has developed over the years. Topics include: Egyptian and Babylonian mathematics, indigenous mathematics from outside of the Western tradition, the contributions of Euclid and Ancient Greek mathematics, the birth of calculus, and selected topics from the 19th and 20th centuries. [W]

Prerequisite: MATH 263 or permission of instructor. Instructor: Staff. Offered: Fall semester of odd-numbered years..

MATH 373-389 - Advanced Special Topics ()

Chosen from among a wide range of mathematical topics accessible to junior and senior mathematics majors. When offered, the special topic to be studied will be listed in the Semester Course and Hour Schedule, and course descriptions will be available in the department office.

Instructor: Staff.

MATH 391-394 - Independent Study ()

Study by an individual student, under the supervision of a mathematics faculty member, of a mathematical subject not covered by courses offered by the department. The program of study must be drawn up by the student and the faculty supervisor and approved by an ad hoc committee of the department.

Instructor: Staff.

MATH 400 - Senior Seminar ()

A course in which each student undertakes a thorough and independent study of one or more topics in mathematics. Students are required to make oral presentations on their work and to prepare written reports on their topics. [W]

Prerequisite: Senior standing and satisfactory completion of at least two 300-level courses in mathematics. Instructor: Staff. Offered: Spring semester.

MATH 495-496 - Thesis ()

Students desiring to take Honors in Mathematics should inform their department advisers early in the second semester of the junior year. Honors work involves a guided program of independent study culminating in a thesis on a topic to be selected by the student in consultation with his or her adviser and approved by the department. [One W credit only upon completion of both 495 and 496]

Instructor: Staff.

ME - MECHANICAL ENGINEERING

ME 210 - Manufacturing and Design ()

This course introduces techniques in computer-aided design (CAD) and manufacturing as applied to mechanical components and systems. Manufacturing processes, their underlying physical phenomena, and their relevance to mechanical design are studied. Laboratory work includes the drawing and construction of a pre-designed mechanical system using CAD, conventional fabrication techniques, and computer-aided manufacturing (CAM). All course topics are applied to the design, construction, and competition of a major group project. Lecture/laboratory.

Prerequisite: MATH 161, PHYS 131 or PHYS 151. Instructor: Staff. Offered: Spring semester.

ME 240 - Dynamics ()

Particle and rigid body kinematics and kinetics. Work, energy, and power. Linear impulse and momentum, angular impulse and momentum, impact. Students learn the fundamentals of MATLAB programming and practice these skills in the context of moving mechanical systems.

Prerequisite: (ES 103 or ES 226); and MATH 263. Instructor: Staff. Offered: Fall, Spring.

ME 290-291 - Introduction to Independent Study-Research ()

An opportunity for students to undertake independent study/research projects during the sophomore and/or junior year. Projects are selected based on the background and

interests of the student, and the availability of staff. A proposal is submitted to a faculty member who serves as the adviser, and to the department head for approval.

Instructor: Staff.

ME 310 - Design for Additive Manufacturing ()

In this course, the state of the art in the field of additive manufacturing (AM), commonly known as 3D printing, will be introduced to the students, with a special emphasis on ***designing for AM (DfAM)***. Specifically, two domains of DfAM will be introduced: (1) opportunistic DfAM: i.e., design techniques that help designers leverage the offerings of AM, and (2) restrictive DfAM: i.e., design techniques that help designers accommodate AM limitations to ensure successful builds.

Corequisite: ME 210. Instructor: Prabhu.

ME 331 - Instrumentation and Data Acquisition ()

Introduction to the theory and devices involved in the measurement of physical properties of systems. Students will become acquainted with the techniques and difficulties associated with the use of different instruments. Fundamental concepts in computer-based data acquisition, signal conditioning, measurement error, and uncertainty analysis are also covered. The co-requisite laboratory course 311L is structured to provide the hands-on experience and writing skills to deepen the understanding of concepts discussed in the lecture. [W]

Prerequisite: ES 230 and ME 240, or permission of the instructor. Instructor: Staff.

ME 336 - Materials Characterization and Failure ()

Materials Characterization and Failure is a one-semester course that expands on students' introductory materials science knowledge from the perspective of engineering design and analysis. This course investigates the microstructural behavior of metals and ceramics that drives macroscopic material performance. Emphasis is placed on understanding why specific material selections are appropriate choices for a given application. Topics covered include elasticity, plasticity, strengthening mechanisms, and fatigue. Case studies will be presented that relate course material to engineering failures.

Prerequisite: CHEM 122 or ES 231 or permission of instructor. Instructor: Staff.

ME 338 - Soft Tissue Mechanics ()

This course explores models to mechanically describe the materials that make up living things, combining concepts from biology, anatomy, and mechanics. The course addresses the hierarchical and nonlinear nature of soft tissues and will explore their additional complexity such as viscoelasticity, anisotropy, and spatial heterogeneity. The course will examine how these complex mechanical properties arise from the tissue’s structure in order to predict how tissues will mechanically respond in real-world scenarios.

Prerequisite: (ES 230 or ES 231 or ES 232) and (ME 240 or ES 103), or equivalent coding experience. Instructor: Rosario.

ME 340 - Intellectual Property Law for Engineers ()

This course will provide a survey of intellectual property law for a technical (non-legal) audience, with a primary focus on patent law. The purpose of the course is to assist engineers and scientists in navigating and utilizing various intellectual property regimes effectively in the business context. In the patent realm, topics will include patent preparation and prosecution, patent claim interpretation, and assessing patent validity and infringement. Other intellectual property areas covered include copyright, trademark, and trade secret law. [V]

Instructor: Staff.

ME 352 - Dynamics of Physical Systems and Electrical Circuits ()

Dynamic physical systems are modeled as networks of interacting energetic elements. Analogies are drawn between mechanical, fluid, electrical, and hybrid systems. Systems are represented using single ordinary differential equations, state-space, and transfer functions. AC and DC circuits and electromechanical systems are analyzed.

Prerequisite: MATH 264. Corequisite: ME 331. Instructor: Staff. Offered: Spring semester.

ME 354 - Thermodynamics ()

The study of the basic concepts of thermodynamics, including energy, heat, work, enthalpy, and entropy. The study of the first and second laws of thermodynamics for open and closed systems. The application of these laws to the analysis of gas power cycles, vapor power cycles, and refrigeration systems. An introduction to gas mixtures and combustion.

Prerequisite: CHEM 121 and MATH 263. Instructor: Smith.

ME 355 - Mechanical Engineering Design ()

Students learn methods to design, analyze, and select mechanical components, systems, and structural elements (power transmission systems, pressure vessels, intermediate and eccentric columns, fasteners, and bearings). Static, cyclic, and transient/impact loadings are considered. Students apply closed-form, empirical, and finite element methods of life, load, stress, and deflection analysis to the determination of component behavior and geometry, and material selection. Students are introduced to factor-of-safety, static failure, and fatigue analysis theories as design methodologies.

Prerequisite: ES 230 and ES 231. Instructor: Staff.

ME 362 - Fluid Mechanics ()

The basic laws of physics and thermodynamics are applied to the study of fluid phenomena. Topics include conservation of mass, momentum, and energy. Basic laws are applied to hydrostatics, external and internal incompressible flow, and fluid machinery.

Prerequisite: ES 103 or ES 254 or ME 354. Instructor: Staff. Offered: Spring .

ME 372 - Engineering Design Optimization ()

An introduction to the theory and practical application of design optimization in the context of engineering. The course will focus on analytic and iterative gradient optimization approaches for single-objective problems with continuous variables. Additional topics will include multi-objective optimization, discrete optimization, topology optimization, and genetic algorithms. Course topics will be practiced and applied in group projects that optimize real-world engineering designs.

Prerequisite: MATH 264 and one of the following: ME 240, CM 151, CM 261, or permission of instructor. Instructor: Staff.

ME 374 - Sustainable Building Design ()

This course covers the technologies used in the design and construction of environmentally sustainable buildings. Students will expand on their thermodynamics background to analyze systems used to heat spaces up, cool them down, produce hot water, and generate on-site energy. The course will also incorporate an analysis of the standards, codes, and rating systems used in the design and justification of sustainable buildings. Case studies will include on-campus buildings.

Prerequisite: ES 254. Instructor: Van Asselt.

ME 384 - Applied Finite Element Method Analysis ()

Advanced finite element analysis of components and systems in support of mechanical design. Topics may include complex three-dimensional solid modeling, meshing and error analysis, results verification, optimal design, nonlinear analysis, and design project applications. Effective written and oral presentation results are emphasized.

Prerequisite: ES 230. Instructor: Smith.

ME 387 - Numerical Methods for Engineers ()

This course introduces theory of numerical methods applicable to engineering systems such as robotics, structures, thermal-fluids, and bioengineering, that involve solving systems of linear, nonlinear, ordinary or partial differential equations. Through application, students will learn the fundamental concepts underlying methods such as finite difference, finite volume, finite element, or off-lattice. Students will develop the ability to conduct method configuration, code development, test case setup, and result evaluation. Assignments require MATLAB programming.

Prerequisite: ME 240 or ES 103, or permission from instructor. Instructor: Staff.

ME 388 - Sustainable Materials ()

This class examines the implications of the use of natural resources as engineering materials. Students will advance their understanding of the nature and strength of materials by exploring current processing methods for different products, then studying the technological innovations that seek to make those processes better. Using real-world case studies and software, students will also examine the implications of replacing materials in some applications with more sustainable alternatives.

Prerequisite: ES 230 and ES 231, or by instructor approval. Instructor: Staff.

ME 390 - Independent Study/Research ()

An opportunity for selected students to undertake independent study/research projects during the junior and/or senior year. Projects are selected based on the background and interests of the student, and the availability of staff. A proposal is submitted to a faculty member who serves as the adviser, and to the department head for approval. Each student is required to submit a final paper embodying the results of the study/research.

Instructor: Staff.

ME 391 - Independent Study/Research ()

An opportunity for selected students to undertake independent study/research projects during the junior and/or senior year. Projects are selected based on the background and interests of the student, and the availability of staff. A proposal is submitted to a faculty member who serves as the adviser, and to the department head for approval. Each student is required to submit a final paper embodying the results of the study/research.

Instructor: Staff.

ME 395 - Environmental Fluid Mechanics ()

This course will cover a range of topics related to fluid flows in environmental systems. Material will include pollution transport, dispersion, turbulent mixing, atmospheric boundary layers, plumes, hydrology, waves, and stratification. Students will be introduced to computational and analytical techniques to solve real-world problems in environmental science and engineering specifically relating to air and water flows, such as plume dispersion modeling, land-use regression, and scaling analysis.

Prerequisite: ME 362 or CE 251. Instructor: Staff.

ME 395-397 - Special Topics ()

This course considers recent advances and/or subjects of current interest to students and members of the staff. Topic(s) for a given semester are announced prior to registration.

Instructor: Staff.

ME 470 - Heat Transfer ()

A study of the basic phenomena of heat transfer which includes treatment of steady and non-steady state conduction in one and two dimensions, natural and forced convection, and thermal radiation.

Prerequisite: ME 362. Instructor: Staff. Offered: Fall semester.

ME 475 - Thermal/Fluids Systems ()

A capstone course in which students design and conduct experiments to explore the concepts of thermodynamics, fluid mechanics, and heat transfer using modern instrumentation and data acquisition systems. Typical experiments include steam power generation, refrigeration, gas turbine (jet) engine performance, wind tunnel measurements, heat exchanger characterization, and internal combustion engine performance. Students perform thorough data analysis and interpretation, and communicate their work in written reports and oral presentation. [W]

Prerequisite: ME 331, ME 470. Instructor: Rossmann, Sabatino, Smith.

ME 477 - The Need for Speed: Motorsport Engineering ()

Motorsport Engineering is a one semester course that applies concepts from thermodynamics, fluid mechanics, rigid body dynamics, vibrations, and system dynamics to model and analyze the motion and design of performance road vehicles. Topics include steady state and transient phenomena in chassis, aerodynamics, and power train modeling of cars and trucks. Students will be given the opportunity to analyze data from real vehicles, perform experiments involving engines

and aerodynamics, and build a vehicle simulation from the ground up.

Prerequisite: ME 240, ME 354. Instructor: Staff.

ME 480 - Control Systems and Mechatronics ()

A study of the basic principles and modes of operation of automatic control systems intended to familiarize students with the concepts and design of feedback control systems. The effect of closed-loop classical control on the transient response, error, stability, and frequency response of dynamic systems is investigated. Digital control theory is introduced. Laboratory work includes the use of programmable logic controllers to implement Boolean logic and the analytical and experimental study of closed-loop control systems implemented using operational amplifiers, as well as DC motors, stepper motors, transistor-based motor drive circuits, and AC circuits.

Prerequisite: ME 352. Instructor: Staff.

ME 482 - Advanced Fluid Dynamics with Applications ()

An elective course in which students will learn to analyze complex 2-D and 3-D fluid flows. Applications can include internal and external flows. Students will learn analytical techniques to model overall performance and make component selections based on system requirements. Students will learn the fundamentals of computational fluid dynamics (CFD) and apply that understanding to the use of a commercial CFD program to simulate the flow in a real engineering application.

Prerequisite: ME 362 or CHE 311 or CE 251. Instructor: Sabatino.

ME 486 - Aerodynamics and Compressible Flow ()

The course explores the concepts and physics associated with the coupling of thermodynamics, fluid mechanics, and flight. It is primarily a study of the behavior of fluids for aerodynamic applications including investigations of fundamental aerodynamic principles, incompressible flow, airfoil theory, finite wing theory, classical compressible flow, shock waves, expansion waves, nozzle flows, and compressible airfoils. Further examination of aerodynamic applications and high- temperature flows involving combustion will also be included.

Corequisite: ES 254. Instructor: Staff.

ME 489 - Introduction to Biomedical Engineering ()

The course covers basic concepts of biomedical engineering, focusing on bioimaging, biomaterials, and biomedical device design. The course introduces the science and engineering fundamentals in understanding, mimicking, and utilizing biological processes. Case studies of medical drugs and devices illustrate the product development-testing cycle, patent protection, bioethics, and regulatory approval.

Prerequisite: ES 101. Instructor: Staff.

ME 492 - Biomechanics ()

A one-semester course involving the application of solid and fluid mechanics to biological systems. Students will learn the fundamental cell biology and physiology necessary to understand these systems; understand how researchers in biomechanics address biological problems using engineering principles; advance their knowledge of mechanics; and develop the necessary skills to apply the concepts of engineering mechanics to biological systems. Likely topics include musculoskeletal (bone and muscle) mechanics, neuromuscular mechanics and control, and the physics of blood and air flow in the circulatory and respiratory systems. [W]

Prerequisite: PHYS 131 or PHYS 151 and junior/senior standing or instructor approval. Instructor: Staff.

ME 495-496 - Thesis ()

This program is designed in accordance with the honors program of the College. Enrollment is limited to selected seniors in Mechanical Engineering. Students who take the honors sequence in place of the senior design sequence (ME 497/ME 498) must fully participate in the lecture portion of ME 497 and ME 498. [One W credit only upon completion of both 495 and 496]

Instructor: Staff.

ME 497 - Senior Design Project I ()

Project of the student's choice is carried through from problem formulation to completion. This sequence represents the students' major design experience and is based on knowledge and skills acquired in earlier courses. Design criteria and objectives are formulated, and realistic constraints including economic, environmental, sustainability, manufacturability, ethical, health and safety, social, and political are considered. Engineering analysis and synthesis techniques are applied and iterated to obtain an optimal design solution. Students design and conduct experiments to verify design performance. Students document their achievements through oral and written presentations.

Prerequisite: [ME 210 and ME 331 and ME 355] or ES 301 or ES 302 or ES 303. Instructor: Staff.

ME 498 - Senior Design Project II ()

Project of the student's choice is carried through from problem formulation to completion. This sequence represents the students' major design experience and is based on knowledge and skills acquired in earlier courses. Design criteria and objectives are formulated, and realistic constraints including economic, environmental, sustainability, manufacturability, ethical, health and safety, social, and political are considered. Engineering analysis and synthesis techniques are applied and iterated to obtain an optimal design solution. Students design and conduct experiments to verify design performance. Students document their achievements through oral and written presentations.

Prerequisite: ME 497. Instructor: Staff.

MS - Military Science

$name

MS 101 - Introduction to the Army (0.25)

The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a complete understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student.

Instructor: Staff. Offered: Fall semester.

MS 102 - Foundations of Agile and Adaptive Leadership (0.25)

Cadets learn how the personal development of life skills such as critical thinking, time management, goal setting, and communication. Cadets learn the basics of the communications process and the importance for leaders to develop the essential skills to effectively communicate in the Army.

Instructor: Staff. Offered: Spring semester.

$name

MS 201 - Leadership and Decision Making (0.25)

The course adds depth to the Cadets' understanding of the Adaptability Army Learning Area. The outcomes are demonstrated through Critical and Creative Thinking and the ability to apply Troop Leading Procedures (TLP) to apply Innovative Solutions to Problems.

Instructor: Staff. Offered: Fall semester.

MS 202 - Army Doctrine and Team Development (0.25)

The course begins the journey to understand and demonstrate competencies as the relate to Army doctrine. Army Values, Teamwork, and Warrior Ethos and their relationship to the Law of Land Warfare and philosophy of military service are also stressed.

Instructor: Staff. Offered: Spring semester.

$name

MS 301 - Training Management and the Warfighting Functions (0.25)

It is an academically challenging course where you will study, practice, and apply the fundamentals of Training Management and how the Army operates through the Warfighting functions.

Prerequisite: Permission of department chair. Instructor: Staff. Offered: Fall semester.

MS 302 - Applied Leadership in Small Unit Operations (0.25)

It is an academically challenging course where you will study, practice, and apply the fundamentals of direct level leadership and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a platoon in the execution of a mission.

Prerequisite: Permission of department chair. Instructor: Staff. Offered: Spring semester.

$name

MS 401 - The Army Officer (0.25)

It is an academically challenging course where you will develop knowledge, skills, and abilities to plan, resource, and assess training at the small unit level.

Prerequisite: Permission of department chair. Instructor: Staff. Offered: Fall semester.

MS 402 - Company grade Leadership (0.25)

An academically challenging course where you will develop knowledge, skills, and abilities required of junior officers pertaining to the Army in Unified Land Operations and Company Grade Officer roles and responsibilities.

Prerequisite: Permission of department chair. Instructor: Staff.

MUS - Music

MUS 101 - Music, Culture, Context ()

This course explores our globalized musical present and the major forces (social, political, economic, technological) that have shaped it over the last few centuries. Attention is focused on music-making as a form of human activity within and between cultures. Course content ranges over music of diverse times and places. No prior experience in music is needed. [GM2, H]

Instructor: Torres.

MUS 102 - Music in Western Civilization ()

The focus of this course is the development of music in the civilizations of Europe and America, not only as an art with its own history, but also as a mirror of the artistic, social, political, and economic development of the Western world. Students are introduced to a basic repertoire in classical music. Lecture/listening. [H]

Instructor: Cummings. Offered: Each semester.

MUS 103 - Introduction to World Music Traditions ()

An exploration of the history, styles, and performance practices of music of African, Asian, and Indian cultures. The study of the music in the context of cultural traditions and institutions and its influence on the music of Europe and America encourages students to examine music from a cross-cultural perspective and to experience the music through performance. Lecture/assigned listening. [GM2, H]

Instructor: Stockton. Offered: Each semester.

MUS 104 - Music Technology I ()

This course explores the use of computers to compose and record music in a digital format using industry standard digital audio workstation software, Pro Tools. The course explores modern methods of music production, audio engineering, microphone techniques, as well as music composition. Weekly assignments engage students in exploring specific audio production techniques and features of digital audio software. The final capstone project involves utilizing all skills developed in the course to compose a multi-track musical composition using both digital audio and MIDI.

Instructor: Staff.

MUS 105 - Creating Your Own Music ()

Students will explore a variety of approaches to creating new music. Using samples and found sounds, as well as compositional planning, we will develop works individually and through collaboration. We will experiment with the use of text as pre-compositional material to jumpstart music projects and expand the scope and form of music we create and we will compose instrumental music as well. We will work in digital audio workstations and with acoustic instruments. Students will discuss and analyze music, present

original music, and contribute pieces towards a group compilation album. [GM1, H, V]

Instructor: Staff.

MUS 106 - Road Trip: Mixtape ()

Every road has a sense of place, a collective sound identity, and a story. Through readings, maps, and the many musical styles that make up the United States, we'll "travel" significant roadways around the country and explore indigenous, immigrant, and African American contributions to our music identity. Designing and (virtually) traveling your own road trip with accompanying mixtape, you'll gain a deeper understanding of the United States' musical story, from its origins to contemporary times. [H, GM1, GM2, V]

Instructor: Kelly.

MUS 109 - People's Liberation Music ()

Can music "model" alternate social realities? In this class we will compare musical collectives envisioned as utopian communities with ensembles that join(ed) protest movements, from the late 60's to the current day. We will study and perform improvisation-based pieces from 1960's "avant-garde" scenes including Cornelius Cardew's amateur Scratch Orchestra, alongside songs from his People's Liberation Music group; we will study open-form works by student-activist musical collectives as well as performances staged by composers, workplace bands, and political performance troupes in support of people's liberation movements around the world. We will analyze and adapt pieces and create some new ones. What political lessons can we learn by studying amateur music ensembles that attempt(ed) public social interventions? Participants from all/any [musical] backgrounds are welcome. [H, GM1, GM2, V]

Instructor: Zamcheck.

MUS 121 - Music Theory I ()

This introductory course in music theory begins with a review of elemental concepts including pitch and rhythm notation, intervals, scales, and triads. The primary focus is a study of the Common Practice Period encompassing diatonic harmonic practices since the nineteenth century, with correlated sight singing, ear training, and keyboard assignments. One-hour laboratory. [H]

Instructor: Staff.

MUS 130 - Class Piano Laboratory ()

This course is intended for those students who wish to begin study of the piano, particularly those with limited or no music reading skills. The class meets 50 minutes twice a week for 12 weeks. Music reading in both treble and bass clefs, as well as basic piano techniques such as scales, hand position, and other technical concepts are taught. 1/4 course.

Instructor: Fisher.

MUS 131 - Applied Class Voice for Aspiring Singers ()

Group Voice Class is applied voice lessons in a group setting for the individual who has an interest in singing but has never formally studied. It is designed to introduce students to their natural voice by learning an applied vocal technique used in solo singing. This technique can be applied to both classical and non-classical singing styles. (0.25 cr)

Instructor: van Hoven.

MUS 140 - Applied Music Instruction (non-credit) ()

Private instruction for students who wish no academic credit. Twelve private lessons of 45 minutes each. Considered an audited course. (Additional course fee)

Instructor: Staff.

MUS 141 - Applied Music Instruction ()

This is the primary course for students interested in private instrumental or vocal instruction. Twelve lessons of 45 minutes each. Jury examination is required.0.25 credit course. No more than eight 0.25 credit courses may be counted toward the 32/36 course credit requirement for the degree. (Additional course fee)

Instructor: Staff.

MUS 142 - Intensive Applied Music Instruction ()

This course is reserved for advanced students who have completed a minimum of two semesters of Music 141 with grades of A." Both jury examination and exemplary recital participation are required. Twelve lessons of 60 minutes each. 0.25 credit course. No more than eight 0.25 credit courses may be counted toward the 32/36 course credit requirement for the degree. (Extra fee)

Instructor: Staff.

MUS 150 - Concert Choir ()

Active participation in an approved musical ensemble. Regular attendance at rehearsals and all performances in addition to other requirements as deemed necessary. 0.25 credit course. No more than eight 0.25 credit courses may be counted toward the 32/36 course credit requirement for the degree.

Instructor: Staff.

MUS 151 - Jazz Ensemble ()

Active participation in an approved musical ensemble. Regular attendance at rehearsals and all performances in addition to other requirements as deemed necessary. 0.25 credit course. No more than eight 0.25 credit courses may be counted toward the 32/36 course credit requirement for the degree.

Instructor: Staff.

MUS 152 - Chamber Ensembles ()

Active participation in an approved musical ensemble. Regular attendance at rehearsals and all performances in addition to other requirements as deemed necessary. 0.25 credit course. No more than eight 0.25 credit courses may be counted toward the 32/36 course credit requirement for the degree.

Instructor: Staff.

MUS 153 - Orchestra ()

Active participation in an approved musical ensemble. Regular attendance at rehearsals and all performances in addition to other requirements as deemed necessary. 0.25 credit course. No more than eight 0.25 credit courses may be

counted toward the 32/36 course credit requirement for the degree.

Instructor: Staff.

MUS 154 - Concert Band ()

Active participation in an approved musical ensemble. Regular attendance at rehearsals and all performances in addition to other requirements as deemed necessary. 0.25 credit course. No more than eight 0.25 credit courses may be counted toward the 32/36 course credit requirement for the degree.

Instructor: Staff.

MUS 155 - Jazz Combo ()

Active participation in an approved musical ensemble. Regular attendance at rehearsals and all performances in addition to other requirements as deemed necessary. 0.25 credit course. No more than eight 0.25 credit courses may be counted toward the 32/36 course credit requirement for the degree.

Instructor: Staff.

MUS 158 - Percussion Ensemble ()

Active participation in an approved musical ensemble. Regular attendance at rehearsals and all performances in addition to other requirements as deemed necessary. 0.25 credit course. No more than eight 0.25 credit courses may be counted toward the 32/36 course credit requirement for the degree.

Instructor: Staff.

MUS 159 - Contemporary Music Ensemble ()

The Lafayette College Contemporary Music Ensemble performs chamber and small ensemble music by composers who are living or have been active in the 20th/21st centuries. Instrumentation for the ensemble is flexible and dependent upon the repertoire, often including video, lighting, electronics, and improvisation. Concerts will include music by master, emerging, or student composers representing multiple and diverse voices in the contemporary sound world. Membership in the ensemble is by audition or invitation of the directors.

Instructor: Roadfeldt.

MUS 160 - Chamber Singers ()

This course is a performing ensemble designed to provide qualified vocalists with an opportunity to perform advanced literature from a variety of genres and styles. Attendance at all rehearsals and performances is required. Participation is by audition. 0.25 credit course. No more than eight 0.25 credit courses may be counted toward the 32/36 course credit requirement for the degree.

Prerequisite: Permission of instructor. Instructor: Staff.

MUS 161 - Early Music Ensemble ()

Active participation in an approved musical ensemble. Regular attendance at rehearsals and all performances in addition to other requirements as deemed necessary. 0.25 credit course. No more than eight 0.25 credit courses may be counted toward the 32/36 course credit requirement for the degree.

Instructor: Staff.

MUS 164 - Lafayette Latin American Music Ensemble ()

The Lafayette Latin American Music Ensemble performs a variety of styles of Latin American music including salsa, bolero, son, cha, tango, and bossa nova. Each semester the group focuses on a different genre of Latin music, and the selected pieces are presented to the Lafayette community. The course will include discussions of historical context of the music we will play, as well as aspects of music theory with respect to performance and small ensemble playing. (0.25 credit)

Instructor: Torres.

MUS 170 - Theoretical Applications for Piano ()

The development of basic piano skills is an important building block in the comprehensive study of music. The piano class is the foundation upon which students learn basic skills to physically and aurally integrate their study of music theory and musicology. Piano proficiency enables one to produce the vertical and horizontal structures of music on an instrument that is visual and tactile in its universality.

Prerequisite: MUS 121 or permission of instructor. Instructor: Staff.

MUS 201 - Music History and Literature: 1600-1915 ()

This course surveys the music of the Western "cultivated" tradition from 1600-1915 (the "Baroque," "Classical," and "Romantic" periods). The repertoire is presented through lectures, discussion, readings, and sound recordings. Emphasis is on an analysis of and engagement with actual musical compositions, representative of the principal stylistic developments characteristic of each of the three major style periods. [GM2, H]

Prerequisite: MUS 121 or permission of instructor. Instructor: Cummings, Torres.

MUS 202 - Music History and Literature: 1915 to Present ()

This course examines music since 1915 through extensive listening. Course content includes a survey of Western art music as well as examples of blues, jazz, musical theater, rock, and non-Western music. The repertoire is presented through a study of readings, sound recordings, films, and lectures. Students encounter the communities, histories, traditions, and newer forms of expression of music since the early decades of the 20th century.

Prerequisite: MUS 121 or permission of the instructor. Instructor: Torres, Cummings.

MUS 204 - Music Technology II ()

This course is designed to further develop skills and applications of music technology as introduced in MUS 104. It explores modern recording, signal processing, microphone techniques; music composition, midi sequencing and digital audio editing using advanced computer hardware and software. The course is project-based, using industry standard digital audio workstation software, Pro Tools.

Prerequisite: MUS 104. Instructor: Staff.

MUS 222 - Music Theory II ()

This course continues the study of advanced diatonic harmonic practices, with correlated sight singing, ear training, and keyboard assignments. Concepts covered include: inverted triads in four-part harmony, harmonic cadences, dominant seventh chords in four-part harmony, non-harmonic tones, jazz extended chords, improvisation, and exercises in basic form and analysis. One-hour laboratory.

Prerequisite: MUS 121 or permission of instructor. Instructor: Wilkins.

MUS 224 - Jazz Improvisation ()

This course is designed for students who have strong interests in jazz improvisation and performance. Students will expand their historical knowledge and listening skills, study jazz harmony in detail, analyze song forms and chord structures, enhance keyboard skills, learn to sing improvised solos, transcribe and perform solos from recordings, and perform regularly in class. Students will develop specialized musicianship skills with many assignments being individualized and project-bases.

Prerequisite: MUS 222 or permission of instructor. Instructor: Wilkins.

MUS 226 - 1859: Charles Darwin, Richard Wagner and the Uses and Abuses of 19th Century Science ()

One-hundred-fifty years ago, Charles Darwin published his treatise on the origin of species, and Richard Wagner composed his opera Tristan and Isolde. This course examines nineteenth-century [mis]applications of Darwinian theories, reflected in Wagner's operas, replete with subliminal references to the superiority of Germanic peoples and inferiority on non-Germanic peoples. We shall: read Darwin and texts reflecting his influence in Germany; view Wagner's operas; and consider Wagner's influence on Adolf Hitler. [H, GM2, V, W]

Instructor: Cummings.

MUS 231 - The Musical Culture of Japan ()

This course will introduce the principal musical traditions of Japan from ancient court music (Gagaku) to contemporary genres. Integrated readings and discussions of social institutions, religious practice, and historically rigid class hierarchies will inform the musical explorations. Through guided listening and performing exercises we will explore Shinto and Buddhist rituals, important theater traditions (Noh and Kabuki), classical instrumental forms (koto, shamisen, shakuhachi), and various folk-related genres. [H, GM2]

Prerequisite: MUS 103 or permission of instructor. Instructor: Stockton.

MUS 231-239 - Selected Studies in World Music ()

The goal of these courses is to explore the indigenous music of selected cultures and regions independent of Western common practice. Through guided listening performance activities and cultural analysis students experience both the aural landscape and the larger phenomenon of how music functions within culture. Possible topics include the musical culture of a region (e.g. Africa Asia Latin America) or a country (e.g. Japan China India). Descriptions are available through the department office and the Registrar's Office.

Prerequisite: MUS 103 or permission of instructor. Instructor: Staff.

MUS 233 - The Music of West Africa ()

This course will explore the diversity of musical expression and related cultural traditions found in selected regions of West Africa. Examination, analysis, and performance of ritual and ceremonial-based musical genres and investigations of related cultural practices will form the core of study that will also incorporate comparative readings in African history, religions, geography, the impact of colonialism, and the global spread of West African music. [H, GM2]

Prerequisite: MUS 103 or permission of instructor. Instructor: Stockton.

MUS 236 - Latin American Popular Music in the United States ()

This course focuses on the influence of Latin American and Caribbean popular music on the United States. Possible areas of concentration may include Salsa, Latin Rock, Bossa Nova, Latin Jazz, and Latin American music in the media. Students learn about the music through readings, recordings, and live performance. The course also introduces students to issues of musical creolization, appropriation, and music as an emblem of identity. [GM1]

Instructor: Torres.

MUS 240 - Women in Music ()

This course will examine outstanding musical achievements of women throughout history and in contemporary society. Women's global contribution to music will be explored through diverse styles of composition and performance, active participation in education, and patronage. Topics include music and power, gender, class, challenging the "roles," and performing identities. In an active classroom environment, students will have ample opportunity to challenge, lead, and discover their own contribution to the arts through valid argument. [GM1, H, W]

Prerequisite: A Music course, or a Women's, Gender and Sexuality Studies course, or permission of instructor. Instructor: Kelly.

MUS 249 - Introduction to Composition ()

This course introduces students to the processes and techniques of musical composition. Students will study major compositional techniques and compose short pieces in those styles. A final project will allow students to combine these techniques as needed. Emphasis will be placed on listening to the works of other composers so as to explore the technical and aesthetic issues these works present. Students will work in acoustic media, and will utilize the Williams Center Computer Lab. Students should have an interest in or experience with contemporary concert music.

Prerequisite: MUS 222 or permission of the instructor. Instructor: O'Riordan.

MUS 251-259 - Selected Studies in Music Theory and Analysis (MUS 101 and others as appropriate to the topic)

Courses focus on an area of music theory, analysis, or composition. Possible topics include the theoretical concepts that underlie an era of school (e.g. the New Viennese School),

a theoretical/ compositional discipline such as eighteenth-century counterpoint, or a special aspect of analysis such as form and structure in music. Descriptions of current offerings are available through the department office and the Registrar's Office. Lecture/discussion/ laboratory/listening.

Instructor: Staff.

MUS 255 - Music and the Brain: Neuroscience of Music ()

Recent scientific evidence indicates that the benefits of music extend to the brain. Further insights into how music affects the brain may lead to new education methods and ways to treat neurological disorders. We will take a multidisciplinary approach to understanding the connection between music and neural function. By the end of this course students will have a broad understanding of research in this field and specific knowledge about brain mechanisms mediating music perception and performance. [H]

Instructor: Gabel, Kelly.

MUS 260 - [Italian] Music and [Italian] Identity ()

In this course, we shall concentrate specifically on understanding Italian music during its "Golden Age" (1300-1900): the six centuries from the Middle Ages (the time of Dante) through the period of the "great tradition" of nineteenth-century Italian opera. We shall simultaneously consider the larger question of what constitutes a national music. In addition, Italians' music has been deployed at various times in their history to create a more local (regional or dynastic-familial) political and cultural identity, and the course will examine such uses of music as well. Students may not earn credit for both MUS 260 and MUS 360. [GM2, H]

Instructor: Cummings.

MUS 261-269 - Selected Studies in Music History and Literature ()

Possible topics include the historical development and the repertoire of an era or school" (e.g. the Baroque Era French Music Music in the United States the History of Jazz). These courses typically investigate the master works and lives of the principal composers of the era as well as the social and musical concepts that influenced the period. Classes involve student presentations field trips and live and videotaped performances as well as sound recordings. Descriptions of current offerings are available through the department office and the Registrar's Office. Assigned listening. Lecture/laboratory."

Prerequisite: MUS 101 or MUS 102 and other courses as appropriate to the topic. Instructor: Staff.

MUS 262 - The Great American Songbook (1915-1950) ()

A study of songs written by dozens of great composers and lyricists (Kern, Hammerstein, the Gershwins, Rodgers & Hart, Berlin, Porter, Arlen, Harburg, Ellington, Mercer, Fields, and many more), and performed by Ella Fitzgerald, Louis Armstrong, Billie Holiday, Fred Astaire, Bing Crosby, Judy Garland, Frank Sinatra, Nat Cole, Sarah Vaughan, Stan Getz, Oscar Peterson, and many more. [H]

Instructor: Wilkins.

MUS 263 - How Jazz Began ()

Explores the early history of jazz, America's principal contribution to world musical-culture. Considers jazz antecedents-the blues, ragtime-and origins in early twentieth century New Orleans. Then considers the "Chicago School," early territory bands, "New Orleans revival," big band tradition of the 1940s, and small group sessions and beginnings of bebop. Although there is consideration of the historical/music-historical backgrounds, emphasis is on the music itself, through original recordings and scholarly transcriptions, which permit detailed analyses of jazz characteristics at critical moments in history. Students may not earn credit for both MUS 263 and MUS 363. [H, GM1]

Instructor: Cummings.

MUS 264 - The Pianist as Story Teller ()

Whether it recollects a fond memory or inspires a future dream, the sounds of the piano often transport us. Each story can then be retold or improvised for a new community of listeners. This course will explore the diverse literature of the keyboard, as well as consider the pianists who tell these stories, giving us a glimpse of the philosophies, the historical context, the social circumstances, and the artistic atmospheres where this music was created. [GM1, GM2, H]

Instructor: Roadfeldt.

MUS 265 - Music in the Experience of African-Americans, 1650-1950: A History ()

A survey of music in the experience of African-Americans and peoples of African descent in the Caribbean, from the earliest historical sources (ca. 1650) to ca. 1950. The principal genres – music in formal worship services; spirituals; camp-meeting songs; concert music; music in the theatre; music and the institution of slavery; jubilee singing; ragtime; the blues; jazz; gospel; and compositions in the cultivated tradition – are studied in historical context, with an emphasis on the music itself. Students may not earn credit for both MUS 265 and MUS 365. [GM1, GM2, H, V]

Instructor: Cummings.

MUS 266 - But What Did Florence Sound Like? ()

Florence occupies an enviable place in the historical imagination. It was the city of Dante Alighieri, Leonardo da Vinci, Michelangelo Buonarotti, Niccolò Machiavelli, and Galileo Galilei. But its music-historical importance is less well-understood. And, yet, Florence was the birthplace of opera and the piano, Italy's two greatest contributions to world musical civilization. This course tells the story of music in Florence during its "golden age," from the Middle Ages to the seventeenth century. [GM1, GM2, H, V]

Instructor: Cummings.

MUS 271-279 - Selected Studies in Musical Forms and Genres ()

Possible topics include the historical development and literature of opera, the symphony, chamber music, vocal and choral music, music for keyboard instruments, etc. These courses typically investigate the master works in a genre, the lives and contributions of composers in several areas, and the social, technological, and musical factors that have affected the development of that genre. Classes involve student presentations, field trips, and live and videotaped performances as well as sound recordings. Descriptions of

current offerings are available through the department office and the Registrar's Office. Lecture/laboratory.

Prerequisite: MUS 101 or MUS 102 and other courses as appropriate to the topic. Instructor: Staff.

MUS 272 - Experiencing Opera ()

Opera is a theatrical genre where the text is sung throughout, and the music contributes indispensably to the work's dramatic and emotional impact. This course considers what makes the experience of opera so compelling for so many. It surveys a handful of the greatest operatic masterpieces from the beginnings of opera to the nineteenth-century "great tradition" and considers contrasts of comic and serious opera, music that narrates vs. music that provides lyrical commentary, etc. Students may not earn credit for both MUS 272 and MUS 372. [GM2, H]

Instructor: Cummings.

MUS 281-289 - Selected Studies of Great Composers ()

Topics include Bach, Mozart, Beethoven, Verdi, Stravinsky, to name a few. These courses investigate the master works in the important genres, the life and musical development of the individual studied, and the social factors that affected the time period in which he/she lived. Classes involve student presentations, field trips, and live and videotaped performances as well as sound recordings. Descriptions of current offerings are available through the department office and the Registrar's Office. Lecture/laboratory.

Prerequisite: MUS 101 or MUS 102 and other courses as appropriate to the topic. Instructor: Staff.

MUS 290 - Ear Training and Aural Skills ()

This course is designed to improve the student's ability to recognize, notate, and reproduce vocally fundamental musical gestures such as melodies, rhythm and meter, basic chord progressions, cadences, and modulations. To achieve this goal, students will work on a variety of exercises, including but not limited to sight singing (using solfege), harmonic and melodic dictation, and error detection.

Prerequisite: MUS 222 or permission of the instructor. MUS 323 is recommended but not required. Instructor: O'Riordan.

MUS 292 - Synthesis and Sound Design ()

This course will explore the fundamentals of creating original sounds using analog and digital synthesis. We will begin with an overview of the physics and properties of various wave shapes, their acoustic and aesthetic properties, and their uses within vintage and modern synthesizers. We will progress to using oscillators as modulation sources, and from there explore programming original sounds in software emulations of several vintage synthesizers. Students should have an understanding of DAW software.

Prerequisite: MUS 104 or permission of the instructor. Instructor: O'Riordan.

MUS 323 - Music Theory III ()

This course furthers the study of the "Common Practice Period" with chromatic language since the eighteenth century, with correlated sight-singing, ear training, and keyboard assignments. Concepts include diatonic 7th Chords in 4-part harmony, borrowed chords and augmented 6th chords, chromatic and enharmonic modulation, secondary sub-dominants and passing chords, jazz analysis and keyboard voicing, chromatic improvisation, and topics in form and analysis. Additional one-hour lab scheduled weekly.

Prerequisite: MUS 222 or permission of instructor. Instructor: Wilkins.

MUS 324 - Twentieth Century Harmonic Practice ()

This course continues the study of chromatic harmony of post-Romanticism and begins the study of 20th century idioms. Students will compose short works in 20th century styles for small ensemble settings. Students will also analyze important works by Stravinsky, Bartok, Schoenberg, Copland, and others.

Prerequisite: MUS 222 or permission of instructor. Instructor: Wilkins.

MUS 325 - Composition Seminar ()

This course is designed for advanced and highly motivated music theory students interested in writing music for ensembles or individual instruments and voices. Students will compose works in genres largely of their own choosing and will organize and rehearse ensembles appropriate to their compositions, with musicians chosen primarily from the College community. Additionally, students will research various composers, examining a range of publications produced by the selected composers themselves.

Prerequisite: MUS 324. Instructor: Wilkins.

MUS 340 - Orchestration ()

This course will study the techniques of instrumental and vocal ensembles. Basic topics, such as instrument ranges and the transpositions, will be emphasized. Exercises will consist of analysis of orchestral, choral, and wind ensemble literature as well as original orchestrations of existing music.

Prerequisite: MUS 222. Instructor: O'Riordan.

MUS 351-359 - Special Topics ()

The detailed study of a composer, school, specific style or topic, employing more advanced analytical tools. Topics in past years have included African-American music; Mozart: The Man, the Myth, the Music; history of jazz; the music of J. S. Bach. Topics for the following year are announced at spring registration. Classroom experiences are augmented by artist visits and field trips to suitable venues, for example, a jazz club or concert for the course on jazz history.

Prerequisite: Permission of instructor. Instructor: Staff.

MUS 354 - Composition Seminar ()

This course is designed to be a continuation of Introduction to Composition. The seminar is open to students who wish to study advanced topics in the composition of Contemporary Concert Music, and who have had some experience composing. Topics will include repertoire, orchestration, and notation, and students will compose several pieces during the semester. Interested students should have completed MUS 323 and meet with the instructor before enrolling.

Prerequisite: MUS 323 or MUS 324 or applied composition lessons, or permission of instructor. Instructor: Staff.

MUS 360 - (Italian) Music and (Italian) Identity ()

In this course, we concentrate specifically on understanding Italian music during its "Golden Age" (1300-1900): the six centuries from the time of Dante through the period of the "great tradition" of nineteenth-century Italian opera. We simultaneously consider the larger question of what constitutes a national music. In addition, Italians' music has been deployed to create a more local (regional or dynastic-familial) political and cultural identity, and we examine such uses of music as well. Students may not earn credit for both MUS 260 and MUS 360. [H, GM2]

Instructor: Cummings.

MUS 362 - War and Peace: Music of the 1960's ()

This course examines the social and political contexts for popular music in the 1960's. Students will explore the cultural conditions that supported music in U.S. centers such as San Francisco, Los Angeles, and New York. Through an examination of primary and secondary sources, as well as in-class video viewing, class participants will gain knowledge of how music of a counter cultural generation was representative of an emerging social consciousness, as well as how it was used as a form of social protest. [W, GM1]

Prerequisite: MUS 102 or MUS 103 or MUS 201 or permission of instructor. Instructor: Torres.

MUS 363 - How Jazz Began ()

Explores the early history of jazz, America's principal contribution to world musical culture. Considers jazz antecedents-the blues, ragtime-and origins in early twentieth century New Orleans. Then considers the "Chicago School," early territory bands, "New-Orleans revival," big-band tradition of the 1940's, and small-group sessions and beginnings of bebop. Although there is consideration of the historical/music-historical backgrounds, emphasis is on the music itself, through original recordings and scholarly transcriptions, which permit detailed analyses of jazz characteristics at critical moments. Students may not earn credit for both MUS 263 and MUS 363. [GM1, H]

Prerequisite: MUS 102, MUS 103, or MUS 121. Instructor: Cummings.

MUS 365 - Music in the Experience of African-Americans, 1650-1950: A History ()

A survey of music in the experience of African-Americans and peoples of African descent in the Caribbean, from the earliest historical sources (ca. 1650) to ca. 1950. The principal genres – music in formal worship services; spirituals; camp-meeting songs; concert music; music in the theatre; music and the institution of slavery; jubilee singing; ragtime; the blues; jazz; gospel; and compositions in the cultivated tradition – are studied in historical context, with an emphasis on the music itself. Students may not earn credit for both MUS 265 and MUS 365. [GM1, GM2, H, V]

Instructor: Cummings.

MUS 366 - But What Did Florence Sound Like? ()

Florence occupies an enviable place in the historical imagination. It was the city of Dante Alighieri, Leonardo da Vinci, Michelangelo Buonarotti, Niccolò Machiavelli, and Galileo Galilei. But its music-historical importance is less well-understood. And, yet, Florence was the birthplace of opera and the piano, Italy's two greatest contributions to world musical civilization. This course tells the story of music in Florence during its "golden age," from the Middle Ages to the seventeenth century. [GM1, GM2, H, V]

Instructor: Cummings.

MUS 371 - Internship ()

Students majoring in music may wish to explore career opportunities by participating in an approved internship with a professional performing organization, arts management consultant, or related music industry representative. Under the supervision of a designated internship sponsor, the student develops and completes a work-related project. Additional activities include assigned readings and a final written report.

Prerequisite: Permission of department head. Instructor: Torres.

MUS 372 - Experiencing Opera ()

Opera is a theatrical genre where the text is sung throughout, and the music contributes indispensably to the work's dramatic and emotional impact. This course considers what makes the experience of opera so compelling for so many. It surveys a handful of the greatest operatic masterpieces from the beginnings of opera to the nineteenth-century "great tradition" and considers contrasts of comic and serious opera, music that narrates vs. music that provides lyrical commentary, etc. Students may not earn credit for both MUS 272 and MUS 372. [GM2, H]

Instructor: Cummings.

MUS 380 - Junior/Senior Seminar ()

Advanced special topics studies emphasizing research in greater depth of a selected musicological problem. Open only to junior and senior music majors and minors.

Prerequisite: Permission of department head. Instructor: Staff.

MUS 391-392 - Independent Study ()

Individual projects in musicology, theory, or composition, with emphasis on the bibliographical and analytical tools of music research or composition. Open to students with a strong background in music.

Prerequisite: Permission of department head. Instructor: Staff.

MUS 491-492 - Senior Project ()

Independent study of a selected problem in musicology, theory, or composition, with emphasis on the bibliographical and analytical tools of music research, resulting in the completion of a project such as a research paper or a series of original compositions. Open only to senior music majors.

Prerequisite: Permission of department head. Instructor: Staff.

MUS 495-496 - Thesis ()

Thesis/Honors independent study of a selected problem in musicology, theory, or composition, with emphasis on the bibliographical and analytical tools of music research, resulting in the completion of a project such as a research paper or a series of original compositions. Open only to senior music majors. Upon completion of MUS 496, the awarding of Departmental Honors is determined by successful defense of

the thesis. [One W credit only upon completion of both 495 and 496]

Prerequisite: Permission of department head. Instructor: Staff.

NEUR - NEUROSCIENCE

NEUR 201 - Introduction to Neuroscience ()

This course introduces students to the interdisciplinary field of neuroscience using a problem-based approach. The structure and function of the brain are explored at molecular, cellular, and systems levels. Students become familiar with approaches used by neuroscientists as well as the connections between neuroscience and other disciplinary fields. Students my not earn credit for both NEUR 201 and PSYC 223.

Instructor: Staff.

NEUR 205 - Human Machine & Advances in Medical Technology ()

From smart algorithms analyzing wearable data to the development of brain-machine interface, significant advances have been made in the development of medical devices for treating and assisting patients. In this team-taught course we will explore the physiological changes (i.e. chemical and electrical signals) associated with voluntary and involuntary physiological activities, such as brain and heart function. We will develop an understanding of current technology and discuss the ethical issues surrounding the development of future medical instrumentation. [STSC, V]

Cross-Listed as: ECE 205. Instructor: Gabel, Yu.

NEUR 225 - Psychopharmacology ()

This course examines the neurological, physiological, and psychological effects of psychoactive drugs, such as sedatives, stimulants, opiates, antidepressants, alcohol, and hallucinogens. The use of psychoactive drugs in treating mental disorders such as schizophrenia and manic-depressive illness is also explored.

Prerequisite: PSYC 110 or NEUR 201. Cross-Listed as: PSYC 225. Instructor: Hallock, Schettino.

NEUR 255 - Music & the Brain: Neuroscience of Music ()

Recent scientific evidence indicates that the benefits of music extend to the brain. Further insights into how music affects the brain may lead to new education methods and ways to treat neurological disorders. We will take a multidisciplinary approach to understanding the connection between music and neural function. By the end of this course students will have a broad understanding of research in this field and specific knowledge about brain mechanisms mediating music perception and performance. [H]

Instructor: Gabel, Kelly.

NEUR 256 - Neurobiology ()

This course examines the field of neuroscience from a cellular and molecular perspective, with the neuron and neural networks as the focus of discussion and experimentation. After an intensive look at neuronal cell biology and signaling, the course examines the cellular basis of higher-order functions, such as sensation, behavior, and memory. Lecture/discussion/laboratory

Prerequisite: BIOL 112 or NEUR 201. Cross-Listed as: BIOL 256. Instructor: Reynolds.

NEUR 265 - Introduction to Neural Data Analysis ()

How do neuroscientists make sense of the brain? How does the brain encode cognition and behavior? To answer these questions, we must use currently available tools to collect data from the brain. Once we have these data – what are the next steps? How do we interpret these data and use them to answer fundamental questions about what our brains are doing? In this course, we will learn how to analyze real examples of neural data with the Python programming language. This class is designed for students who have *no* starting knowledge of programming in Python or working with neural data.

Prerequisite: NEUR 201. Instructor: Hallock.

NEUR 275 - Art, Neuroscience and Consciousness ()

Art and science share a long history of common ideas and practice. We hope to develop the students' sense of connected history as well as the current intersection between the fields by exploring various perspectives about visual processes, perception, self creativity and consciousness through readings, discussion and studio/lab projects. Students will benefit from the rare opportunity to intensively study the interconnection between two disciplines.

Cross-Listed as: ART 275. Instructor: Kerns, Reynolds.

NEUR 323 - Physiological Psychology II ()

This advanced course examines the neural, hormonal, and physiological bases of animal and human behavior. Physiological aspects of such topics as language, learning and memory, feeding, sexual behavior, emotions, sleep, and neurological disorders are covered. In the laboratory, students will conduct discovery-oriented research utilizing a variety of techniques employed by physiological psychologists and neuroscientists. [NS, W]

Prerequisite: PSYC 110, PSYC 120, and one of the following: PSYC 223 or NEUR 201. Cross-Listed as: PSYC 323. Instructor: Gabel, Schettino, Wickham.

NEUR 351 - Neurophysiology ()

This laboratory course builds on information covered in the prerequisites concerning the excitability of neurons. The electrophysiology of neurons and neuronal interactions are examined using electrical recording techniques. Laboratory exercises provide hands-on experience with the properties of nerve function under a variety of circumstances. [W]

Prerequisite: PSYC 323 or BIOL 256. Instructor: Staff.

NEUR 353 - Neuroregeneration ()

Our neuronal tissues are particularly sensitive to injury and, in many cases, are not able to repair themselves. This course explores the problem of neuronal regeneration through in-class discussions and an analysis of primary research literature. We will investigate invertebrates and amphibians with remarkable regenerative capabilities as well as regeneration of axons and sensory cells in both mammalian and non-mammalian systems.

Prerequisite: NEUR 201. Instructor: Stawicki.

NEUR 355 - Neurodevelopmental Disorders ()

Neurodevelopmental disorders, such as Autism, Dyslexia, and Fragile X Syndrome, are a group of disorders in which the development of the central nervous system is disturbed. In this course we will examine the underlying mechanisms of several disorders of the nervous system at the cellular, molecular, systems, behavioral and cognitive level.

Prerequisite: NEUR 201. Instructor: Gabel.

NEUR 391-392 - Independent Study ()

An opportunity for students to pursue a topic of choice. Each student examines the topic, using primary and secondary sources, discusses the topic with their faculty mentor, and writes a paper of distinguished quality. The study may be designed for one or two semesters.

Prerequisite: Permission of program chair. Instructor: Staff.

NEUR 401 - Advanced Neuroscience ()

This capstone course builds upon information covered in the prerequisites. Through seminar and laboratory, students explore in greater depth the development, organization, and functioning of the nervous system. Particular attention is paid to discussion of current research findings and to learning advanced laboratory techniques used by neuroscientists. Offered in spring semester. [W]

Prerequisite: (BIOL 256 or NEUR 256) and (NEUR 323 or PSYC 323). Instructor: Staff.

NEUR 491-492 - Advanced Research ()

An opportunity for students to conduct an in-depth research project in the an area of choice under the supervision of a faculty mentor. The research can be designed for one or two semesters and should culminate in a paper of distinguished quality.

Prerequisite: Permission of program chair. Instructor: Staff.

NEUR 495-496 - Thesis ()

Open to qualified majors by permission of program chair. [One W credit only upon completion of both 495 and 496]

Instructor: Staff.

ORGS - ORGANIZATIONAL STUDIES

ORGS 201 - Introduction to Organizational Studies ()

This introductory course provides a background into the subject matter of organizational studies. Students will learn different organizational theories, read multidisciplinary scholarship on organizations, and use case studies to appraise concepts and theories in action. The course will examine how people act inside organizations and how organizations can impact individuals and communities, drawing on multiple examples across both nonprofit and for-profit organizations. (Formerly A&S 247)

Instructor: Staff.

PHIL - PHILOSOPHY

PHIL 101 - Introduction to Philosophy ()

An introduction to the methods of philosophy including logical analysis and traditional philosophical problems such as the nature and extent of knowledge, the dilemma of freedom and determinism, the justification of the belief in god, personal identity, and the mind-body problem. [H]

Instructor: Staff. Offered: Fall and spring semesters.

PHIL 102 - Basic Social Questions ()

An examination of conceptual and moral questions associated with selected contemporary social issues. Topics can include: the morality of abortion, the justification of preferential treatment, the permissibility of same-sex sex and marriage, and prostitution. [H, V]

Instructor: Staff. Offered: Each semester.

PHIL 145 - Introduction to Bioethics ()

This course concerns the moral and social controversies arising in medicine, biomedical research, and the life sciences. Topics may include: human cloning, genetic engineering, stem-cell research, reproductive technology, surrogate motherhood, euthanasia, informed consent, etc. **Note: Students cannot earn credit for both PHIL 145 and PHIL 245**. [H, V]

Instructor: Gildenhuys, Masto.

PHIL 155 - Environmental Ethics ()

This course will begin with a brief presentation of prominent ethical theories and concepts important to debates in environmental policy. We will apply these theories and concepts to a range of environmental issues, including population growth, sustainability and our responsibilities to future generations, animal rights, food ethics, and climate change. In addition to reading, discussing and writing about rigorous academic material, students will be required to engage on a practical level with some environmental cause. [H, V]

Instructor: Gildenhuys, Masto.

PHIL 170 - Philosophy of Love & Sex ()

Philosophical study of love, relationships, marriage, sex, sexuality, sexual identity, and sexual representation. Philosophers have deeply explored knowledge, existence, politics and ethics. Yet love and sex, which for most of us are central features of a good life, have received far less attention. In this course material from philosophers who have thought about love and sex will be explored along with contemporary struggles around sexuality, sexual identity, sexual violence, love, romance, intimate relationships, and marriage. [H, V]

Instructor: Marvin.

PHIL 175 - Ethics of AI, Internet, and Algorithms ()

Focuses on ideas, practices, and institutions that shape our relationship to AI, the Internet, data, and algorithms. Considers philosophy of technology, technology ethics, and interdisciplinary science and technology studies to discuss the ongoing impact of the Internet on society. Critically assesses data, algorithms, and large language models (LLMs) as they relate to ethical matters such as privacy and fairness.

Situates AI in this context, including its impact on ownership and creativity. [H, V]

Instructor: Marvin.

PHIL 200 - Logic ()

An investigation of the principles of correct reasoning through the use of formal techniques. By employing these techniques, students will learn to assess the validity of arguments and to find counterexamples to invalid arguments. Formal languages studied include propositional and predicate logic, and may also include languages of modal and deontic logic. Some metalogic may also be covered, including proofs of the soundness and completeness of some of the deductive systems studied. [Q]

Instructor: Staff. Offered: Fall semester.

PHIL 214 - Ancient Greek Philosophy: Socrates, Plato, and Aristotle ()

A survey of the philosophical systems of Plato and Aristotle, with occasional excursions into pre-Socratic and post-Aristotelian thought. Readings drawn exclusively from classical texts. [H]

Instructor: McLeod. Offered: Fall .

PHIL 216 - The Birth of Modern European Philosophy: From Descartes to Kant ()

A critical survey of European philosophy from 1600 to 1800, a period during which enormously influential contributions were made to the philosophical study of knowledge, reality, and the nature and limits of philosophy itself. Philosophers to be studied include Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. [H]

Instructor: McLeod. Offered: Spring .

PHIL 218 - Confucianism: Self and Society ()

Revolving around the themes of self and society, this course explores the philosophical and cultural history of the Confucian tradition from its inception to the present day. Probing the cultural, religious, gender, and sociological aspects of Confucianism, students will develop a systematic understanding of the intersections and interactions of individual, community, and society in countries under a Confucian tutelage. Course materials consist primarily of canonical texts and modern scholarship, supplemented by literary narratives and movies. [GM1, GM2, H, V]

Cross-Listed as: REL 218. Instructor: Ma.

PHIL 220 - Metaphysics ()

A detailed examination of substance, universals, mind-body, personal identity, freedom of the will, causality, space, and time. Contemporary and traditional solutions are presented. [H]

Prerequisite: PHIL 101 or permission of instructor. Instructor: Staff.

PHIL 225 - Philosophy of Mind ()

A general introduction to the philosophy of mind, addressing four key philosophical issues: the nature of psychological explanation, the mind-body problem, the possibility of artificial intelligence, and the nature of persons. [H]

Prerequisite: One course in philosophy or psychology. Instructor: Staff.

PHIL 226 - Philosophy of Literature ()

An examination of fundamental philosophical questions on literature as an art form: its nature, interpretation, and evaluation. Topics may include: the ontological status of works of literature; the role of intentionality in literary meaning; the nature of metaphor; the readers emotional engagement with characters; the role of literature in moral and emotional development; the relationships between the sorts of values literature may have (aesthetic, moral, cognitive, etc.). [H, V, W]

Prerequisite: One course in Philosophy or permission of instructor. Instructor: Staff.

PHIL 230 - Theories of Knowledge ()

A detailed examination of the concept of knowledge, nature of beliefs, justification of beliefs, relationship between knowledge and beliefs, truth, perception. [H]

Prerequisite: PHIL 101 or permission of instructor. Instructor: Staff.

PHIL 236 - Science, Reason, and Reality ()

The course covers theories of scientific method, the nature of scientific explanation, and the evaluation of scientific theories. [H]

Prerequisite: PHIL 101 or permission of instructor. Instructor: Staff. Offered: Alternate years.

PHIL 240 - Philosophy of Art ()

An examination of the fundamental philosophical questions about the arts, including: What is art? Are there standards in the evaluation of artworks? Do the arts require or convey knowledge, and if so, what kind? What is the connection between art and emotion? What are the possible relationships between art and morality? Readings are drawn from both classical and contemporary philosophical writings. [H, V]

Cross-Listed as: FAMS 240. Instructor: Giovannelli.

PHIL 245 - Bioethics ()

This course will begin with a brief presentation of prominent ethical theories and concepts important to debates in bioethics. We will apply these theories and concepts to a range of bioethics issues, including abortion, euthanasia, surrogacy, choosing for incompetent patients, and medical research. **Note: Students cannot take both PHIL 145 and PHIL 245 for credit.** [W]

Instructor: Gildenhuys, Masto.

PHIL 250 - Ethics ()

We often judge that some action is morally right or morally wrong, but we don't often ask: what *makes* an action right or wrong? Is it simply a matter of society's rules, or are there objective, society-independent standards for rightness and wrongness? If there are, what might those standards be, and how can they be explained? This course explores these and related questions about the nature of morality. [H,V]

Instructor: McLeod.

PHIL 253 - Animal Ethics ()

This course examines our moral obligations to nonhuman animals. What matters about, and to, nonhuman animals? Their lives? Their happiness and suffering? Does the welfare of all animals matter, even those that live in the wild? Can we provide a coherent rationale of our variable attitudes to animal wellbeing across the various contexts in which we interact with them, or must we dramatically alter at least some of our social practices involving animals? [H, V, W]

Prerequisite: PHIL 101 or PHIL 102 or PHIL 250. Instructor: Gildenhuys.

PHIL 257 - Asian Philosophy ()

A comparative examination of Asian philosophical traditions, including Confucianism, Taoism, Legalism, and Chan Buddhism. We will analyze classical Asian philosophical writings from a Western perspective, hence making the Western "bias" explicit, in hopes of moving beyond it by comparing examples of methodologies and conclusions of Asian and Western philosophers. Comparisons will address the areas of Ontology, Epistemology, and Axiology, including, but not limited to, issues of gender and class. [H, GM2, V]

Instructor: Schmidt. Offered: Spring .

PHIL 260 - Political Philosophy ()

A critical examination of the traditional theories of liberty, equality, justice, and political obligation as found in philosophers such as Plato, Hobbes, Locke, Marx, and Rawls. [H, SS, V]

Prerequisite: PHIL 101, or PHIL 102, or PHIL 250, or permission of instructor. Instructor: Staff. Offered: Alternate years.

PHIL 270 - Feminist Philosophy ()

An examination of issues in feminist philosophy including its critique of traditional Western philosophy and its contribution to major areas of philosophy such as ethics, social and political philosophy, theories of knowledge and reality. [GM1, H, V]

Instructor: Staff.

PHIL 310 - 20th Century Analytic Philosophy ()

A survey of the philosophical systems of Frege and Russell, with analysis of the implications of that work for the development of analytic philosophy in the 20th century. Readings drawn exclusively from primary texts. [H]

Prerequisite: PHIL 200 or permission of instructor. Instructor: Staff.

PHIL 320 - Philosophy of Language ()

This course addresses some basic questions about language: What is the relationship between thought and language? What is the relationship between language and reality? Theories about these issues will be applied to ethics and philosophy of mind. [H, W]

Prerequisite: PHIL 101 or PHIL 200 or permission of instructor. Instructor: Staff. Offered: Alternate years.

PHIL 335 - Experimental Philosophy ()

This course concerns the implications for philosophers of experiments aimed at discovering the attitudes of non-philosophers to traditional philosophical problems. The course concerns the methodology of philosophy, in particular the role of pre-theoretical intuition in debates over normative matters. It also concerns several traditional philosophical issues, such as of moral luck, free will, happiness and intentionally. [W]

Instructor: Gildenhuys.

PHIL 345 - Philosophy of Film ()

An examination of philosophical questions on the nature, interpretation, and evaluation of film. Topics may include: the distinctive nature of the moving image compared to other forms of representation; the issue of whether film is an art form; film authorship; the essence of film narrative; the role of the imagination in understanding and appreciating film; identification and emotional engagement with characters; film and morality; film and knowledge. [H, V, W, GM2]

Corequisite: FAMS 345. Instructor: Staff.

PHIL 350 - Metaethics ()

This advanced course in the philosophical study of moral properties, moral motivation, moral reasons, and moral knowledge considers questions such as: whether moral properties exist and, if so, whether they are natural or non-natural properties; whether contemporary accounts of supervenience or explanation can provide the foundations for moral realism; the relationship, if any, between moral judgment and moral motivation; whether moral requirements supply reasons for action; and whether moral knowledge is possible. [H, V]

Prerequisite: PHIL 250 and at least one other course in Philosophy, or permission of instructor. Instructor: McLeod.

PHIL 360 - Philosophy of Law ()

An examination of conceptual and normative issues related to law and the legal systems. Topics can include: the nature of law, legal systems and legal obligation, constitutional interpretation, liberty and the limits of law, and the justification of legal punishment. [H, V, W]

Prerequisite: PHIL 102, PHIL 250, or permission of instructor. Instructor: Staff. Offered: Every Year.

PHIL 361 - Meaning of Life ()

A philosophical examination of the question of whether human life has any meaning. Topics include what "meaning" in this context might mean; whether accomplishments, immortality, value, happiness, narrative structure, divine purpose, or something else might make a human life meaningful; and what the ethical implications might be if human life has (or has no) meaning.

Prerequisite: Two prior courses in Philosophy. Instructor: McLeod.

PHIL 366 - God ()

A philosophical investigation into the existence of God, attributes of God, and theism's possible implications in metaphysics, ethics, and epistemology. The course should appeal to students with a serious interest in clarifying the concept of God, answering the question of whether God exists, and understanding what further philosophical commitments might be involved in an acceptance of theism or atheism. [H]

Prerequisite: At least two prior courses in Philosophy. Instructor: McLeod.

PHIL 370-379 - Advanced Topics in Philosophy ()

Seminar on a topic of interest to the members of the department. Topics include: history of philosophy, ethics, metaphysics, epistemology, political philosophy, philosophy of mind, and philosophy of law.

Prerequisite: Determined at time of offering. Instructor: Staff.

PHIL 371 - Knowledge, Power, and Justice ()

This course is an examination of some of the many ways in which what we know, and what knowledge we are able to share with others, are shaped by the individual, structural, and institutional power relations. We hope to discover the conditions of epistemic justice and means for making knowledge acquisition and knowledge transmission more equitable. Readings will include books by Miranda Fricker and Jose Medina and others' commentary, criticism, development, and application of their accounts. Throughout, we will explore the implications of epistemic injustice for social inequality, democratic institutions, and individual flourishing. [H, GM1, V, W]

Prerequisite: Any previous philosophy class or permission of instructor. Instructor: Masto.

PHIL 390 - Independent Study ()

Individual projects with advice from a faculty member resulting in a paper of substantial substance and content. [W]

Prerequisite: Permission of department head. Instructor: Staff.

PHIL 490 - Philosophy Capstone ()

This seminar serves as the Capstone course for the Philosophy major, but is also open to Philosophy minors who have already taken at least five philosophy courses. The Capstone provides students with an opportunity to apply and further develop their philosophical knowledge and skills, and their ability to engage in philosophical research and writing on a topic or area of special interest to them, if within the framework provided by the Capstone instructor. The Capstone promotes autonomous student work in investigating potential topics, conducting bibliographical research, etc., as well as sharing plans and ideas with peers in the seminar and with the instructor. While assignments, requirements, and course structure may vary along with the instructor, Capstone students will each produce a substantial piece of philosophical writing. [W]

Prerequisite: Philosophy major or minor with at least 5 PHIL courses completed. Instructor: Staff.

PHIL 495-496 - Thesis ()

Readings in original and translated works of philosophers and the writing of a paper of substantial substance and content. Majors not continuing to PHIL 496 from PHIL 495 may petition to change PHIL 495 to PHIL 390. [One W credit only upon completion of both 495 and 496]

Prerequisite: Permission of department head. Instructor: Staff.

PHYS - PHYSICS

PHYS 104 - Astronomy: The Solar System ()

An introduction to the study of the Sun and its contingent of planets, moons, comets, and asteroids. Up-to-date details of the orbits, surfaces, atmospheres, and interior structures as deduced from telescopic and spacecraft data are discussed. The elementary physics of gravity, orbits, and distance measurement leads to a limited amount of problem solving. Includes weekly laboratory sessions and occasional nighttime observing sessions with telescopes. Requires only high school algebra and trigonometry. [NS]

Instructor: Staff. Offered: Fall .

PHYS 108 - Astronomy: Stars, Galaxies and the Big Bang ()

A study of the nature and evolution of stars, galaxies, and the universe as a whole. Confrontation of theory with observational data from many telescopes and spacecraft is stressed throughout. Open to all but specifically intended for those who have not previously studied physics. Requires only high school algebra and trigonometry. [NS]

Instructor: Staff. Offered: Spring semester.

PHYS 111 - General Physics-Mechanics and Thermodynamics ()

Classical mechanics of particles and rigid bodies; laws of thermodynamics with emphasis on microscopic foundation; oscillations. Physical ideas are stressed, but considerable emphasis is placed on problem solving. Not open to students who have credit for PHYS 131 or PHYS 151 except by permission of instructor. [NS]

Corequisite: MATH 125 or MATH 141 or MATH 161. Instructor: Staff.

PHYS 112 - General Physics-Electricity, Magnetism, and Optics ()

Electric and magnetic fields; electromagnetic induction; electric circuits; waves; geometrical and physical optics; foundations of quantum mechanics; and nuclear physics. Physical ideas are stressed, but considerable emphasis is placed on problem solving. Not open to students who have credit for PHYS 133 or PHYS 152 except by permission of instructor. [NS]

Prerequisite: PHYS 111 or PHYS 131 or PHYS 151; AND MATH 125 or MATH 141 or MATH 161 or MATH 162 or MATH 165. Instructor: Staff.

PHYS 130 - Relativity, Spacetime and Contemporary Physics ()

The first part of this course introduces special relativity, the modern theory of space time. Topics include Lorentz contraction, time dilation, the space time metric, and conservation laws. Concepts such as energy and momentum are introduced as needed. This is followed by a topic of contemporary physics research. The topic varies; it will be drawn from an area such as cosmology, subatomic, particles, nanophysics, or biophysics. The lab explores contemporary physics experiments. Lecture/Laboratory [NS]

Corequisite: MATH 161 or permission of instructor. Instructor: Staff. Offered: Fall semester.

PHYS 131 - Physics I: Mechanics ()

This course is a calculus-based introduction to the foundations of classical mechanics, designed primarily for students majoring in science and engineering. The course will cover kinematics and dynamics with an emphasis on identifying, understanding, and applying fundamental principles, especially conservation laws for energy, linear momentum, and angular momentum. Not open to students who have credit for PHYS 151. [NS]

Prerequisite: MATH 161 or permission of instructor. Instructor: Staff.

PHYS 133 - Physics II: Electricity, Magnetism, and Waves ()

This course is a calculus-based introduction to the foundations of electricity, magnetism, and waves, intended for students majoring in science or engineering. Our emphasis will be on identifying, understanding, and applying the fundamental principles of electric fields and potentials, basic circuits, magnetic fields, and electromagnetic waves. Not open to students with credit for PHYS 152. [NS]

Prerequisite: PHYS 131 or PHYS 151, MATH 162 or permission of instructor. Instructor: Staff. Offered: Fall Semester.

PHYS 151 - Accelerated Physics I: Mechanics and Thermodynamics ()

An accelerated calculus-based introduction to the foundations of classical mechanics and thermodynamics, intended for students majoring in science or engineering; a foundation on which an understanding of physics, physical chemistry, or engineering can be built. Topics include dynamics; conservation laws for linear momentum, angular momentum, and energy; mechanical oscillations and waves; and thermodynamics. A course satisfying degree requirements in all B.S. or A.B. degree programs. Not open to students with credit for PHYS 131. [NS]

Prerequisite: MATH 161 or permission of instructor. Instructor: Staff. Offered: Spring semester.

PHYS 152 - Accelerated Physics II: Electricity, Magnetism, and Optics ()

An accelerated calculus-based introduction to the study of physics for science and engineering majors; a foundation on which an understanding of physics, physical chemistry, or engineering can be built. Topics include electrostatics, electric currents, magnetostatics, induction, electromagnetic waves, ray optics, interference and diffraction. A course satisfying degree requirements in all B.S. or A.B. degree programs. Not open to students with credit for PHYS 133. [NS]

Prerequisite: PHYS 131 or PHYS 151, and MATH 162 or permission of instructor. Instructor: Staff. Offered: Fall semester.

PHYS 215 - Introduction to Quantum Physics ()

You will be introduced to quantum mechanics and will see why it is needed to explain outcomes of experiments (some of which you will perform yourself in lab); you will learn to make qualitative and quantitative analysis of situations in which quantum mechanics must be invoked; you will use modern computing tools (Mathematica) to make quantum mechanical calculations; and you will hone your skills at performing analytical calculations to predict and analyze physical phenomena. Topics will include wave-particle duality, photons, Schrodinger wave mechanics, hydrogen atom, multielectron atoms, and the quantum approach to angular momentum. Additional application areas may include molecular spectra, lasers, and quantum statistics.

Prerequisite: PHYS 133, or PHYS 152. Instructor: Staff. Offered: Spring semester.

PHYS 216 - Topics in Contemporary Physics ()

An application of the concepts of quantum physics introduced in PHYS 215 and the theory of relativity to several areas of contemporary physics. Topics include quantum statistics, molecular spectra, lasers, introductory solid state physics, models of nuclear structure, radioactivity, nuclear reactions, elementary particles, and grand unification of the fundamental forces.

Prerequisite: PHYS 215. Instructor: Hoffman.

PHYS 218 - Oscillatory and Wave Phenomena ()

A continuation of the study of oscillations and waves with emphasis on experimental work and theoretical methods in physics. Phenomena studied include vibration of mechanical systems, oscillations in electrical circuits, the general behavior of damped oscillations and resonance, normal mode analysis, standing wave phenomena, wave propagation, optics, and other such physical phenomena found in nature. Students are introduced to the theoretical techniques used to analyze these phenomena as needed. Lecture/laboratory.

Prerequisite: PHYS 133 or PHYS 152. Corequisite: MATH 264. Instructor: Staff. Offered: Spring semester.

PHYS 220 - Medical and Biological Physics ()

Demonstrates how the principles, tools, and strategies of physicists can be applied to problems that have biological, medical, or ecological import. Methods taught are applied to a broad range of interdisciplinary problems from biomechanics to nerve impulse propagation to the latest imaging techniques, including three dimensional ultrasonic imaging and magnetic resonance imaging. The course is aimed at students nearing a decision on a career direction who are curious about what areas of research are open to them, or to those who simply wish to broaden their biophysical or biomedical outlook. [W]

Prerequisite: PHYS 112, PHYS 133 or PHYS 152. Instructor: Antanaitis.

PHYS 304 - Observational Astronomy ()

A study of the methods used for making astronomical observations and analyzing the data these observations produce. The course examines what can be learned about stars, planets, galaxies, and the Universe through these observations. Topics include radio, infrared, optical, ultraviolet, X-ray, and gamma-ray astronomy and observations of neutrinos, cosmic rays, and gravitational waves. Students complete an independent observing or data analysis project. The course parallels PHYS 104 but focuses on observing methods.

Prerequisite: PHYS 130, PHYS 215. Instructor: Staff.

PHYS 308 - Astrophysics ()

An introduction to astronomy and astrophysics for students with some background in physics. Stellar structure and evolution; galactic structure and evolution; physical processes in the early universe; radioastronomy. The course parallels PHYS 108 but is more technical in scope and may be counted toward the B.S. degree requirements.

Prerequisite: PHYS 130, PHYS 215. Instructor: Staff.

PHYS 327 - Advanced Classical Mechanics ()

A rigorous development of nonrelativistic mechanics: nonlinear oscillations; central-force motion, celestial mechanics, and the N-body problem; Lagrangian and Hamiltonian formulations; rotation and rigid body motion; collisions and scattering.

Prerequisite: PHYS 218; MATH 264. Instructor: Staff. Offered: Spring semester.

PHYS 335 - Thermal Physics ()

The fundamental concepts of heat, temperature, work, internal energy, entropy, reversible and irreversible processes, thermodynamic potentials, etc., are considered from a modern microscopic as well as traditional macroscopic viewpoint. Statistical thermodynamics is used primarily to study the equilibrium properties of ideal systems and simple models. This course provides the background needed to understand materials from a microscopic point of view.

Prerequisite: PHYS 215; MATH 263. Instructor: Staff. Offered: Fall semester, alternate years.

PHYS 338 - Advanced Physics Laboratory ()

Design of experiments, statistical analysis of observations, report writing, fundamental experiments in atomic, nuclear, and condensed matter physics. Also experiments selected from electron spin resonance, nuclear magnetic resonance, properties of liquids at high pressures, properties of matter at low temperatures. Computer interfacing with instruments for online data collection and analysis. May involve independent investigation if appropriate. [W]

Prerequisite: PHYS 215, PHYS 218. Instructor: Staff. Offered: Spring semester, alternate years.

PHYS 342 - Electromagnetic Fields ()

Electric fields due to static charges, magnetic fields due to steady currents, fields in matter, Laws of Coulomb, Gauss, Biot-Savart, Ampere, Faraday; scalar and vector potentials; solutions of Laplace's and Poisson's equations. Mathematical emphasis is on the solutions to boundary value problems.

Prerequisite: MATH 264, PHYS 218. Instructor: Staff. Offered: Fall semester, alternate years.

PHYS 351 - Quantum Theory ()

The failure of classical physics, the basic concepts of quantum mechanics, Schrodinger's equation, one dimensional systems including barriers and the harmonic oscillator, Hermitian operators, angular momentum, the hydrogen atom, perturbation theory, and interpretations of quantum mechanics.

Prerequisite: PHYS 215, PHYS 218; MATH 264. Instructor: Staff. Offered: Fall semester.

PHYS 352 - Special Topics ()

Investigation of special topics under supervision of a faculty adviser. The most recent offering was Topics in Astrophysics.

Instructor: Staff.

PHYS 391-392 - Independent Study ()

Independent study of an advanced physics topic or an independent theoretical, observational, computational, or experimental research project under the supervision of a physics faculty mentor. Topics and projects may be interdisciplinary. The project culminates in an extensive report.

Instructor: Staff.

PHYS 424 - Solid State Physics ()

The fundamental aspects of solid state phenomena and the basic quantum physics needed to understand these phenomena. Topics include the basic principles of quantization and matter waves; Fermi statistics; crystal structures; diffraction phenomena in crystals; conduction electrons in metals; the concept of conduction by holes; and the basic physics of electrons and holes in both homogeneous and doped semiconductors.

Prerequisite: PHYS 335, PHYS 351. Instructor: Staff. Offered: Spring semester, alternate years.

PHYS 442 - Electromagnetic Waves ()

Maxwell's equations, wave equations for dielectrics and conductors. Reflection, refraction, interference, diffraction, guided waves, radiation.

Prerequisite: PHYS 342. Instructor: Hoffman. Offered: Spring semester, alternate years.

PHYS 451 - Applications of Quantum Theory ()

Additional topics in quantum mechanics, depending upon student interests. Possible topics include addition of angular momenta, applications of perturbation theory, scattering theory, and relativistic quantum mechanics.

Prerequisite: PHYS 351. Instructor: Staff. Offered: Spring semester, alternate years.

PHYS 495-496 - Thesis ()

Independent study of a topic chosen for participation in the honors program, culminating in the presentation of a complete written report. Students should see individual faculty members whose research interests are most closely aligned to their own. [One W credit only upon completion of both 495 and 496]

Instructor: Staff.

PSTD - Policy Studies

PSTD 215 - Environmental Policy ()

This course examines the ways policy seeks to promote environmental value in our complex and changing world. Students will be introduced to the contemporary environmental policy landscape, as well as the politics of environmental decision-making. We will examine and critique policy-making processes, policy actors and influence, dominate policy strategies for environmental change, and environmental policy analysis frameworks. We will draw

upon case studies from multiple environmental and political contexts to explore class concepts. [W]

Cross-Listed as: EVST 215. Instructor: Staff.

PSTD 251 - Introduction to Policy Studies ()

This course introduces students to the governance of science and engineering. Course topics include the overall context for science and engineering policy, the public policy process and institutions involved in that process, and several current science and engineering public policy issues. The course includes a combination of role-playing exercises, debates, and field trips, as well as traditional lectures. [V]

Prerequisite: ECON 101. Instructor: Staff.

PSTD 255 - Multinational Business and Corporate Social Responsibility ()

Strategic corporate social responsibility (CSR) is about how a company resolves the dilemmas around its core product or service, how that product is produced, and how and to whom it is marketed. In effect,multi-national corporations which have a business model that uses profit to fuel constant innovation in new products, now have to include, for example, programs to reduce emissions, carbon trading, fair trade practices and differential pricing of generic drugs in poor developing countries that demonstrate the potential for CSR; others illustrate the continuing limitations. The object of this course is to make students aware of international business situations that require moral reflection, judgement and decision, while revealing the complexities that often surround business choices and the formation of public policies. Learning through cases of irresponsible actions as well as responsible behavior, the course focuses attention on the study of International Business circumstances in which hard choices must be made under complex conditions of uncertainty and disagreement. Students who receive credit for PSTD 255 may not receive credit for ECON 352. Similarly, students who receive credit for ECON 352 may not receive credit for PSTD 255.

Prerequisite: ECON 101 and ECON 259, or permission of instructor. Cross-Listed as: ECON 255. Instructor: Ahene.

PSTD 300 - Industry, Strategy, and Policy ()

This course serially examines specific industries using the tools of industrial organization, macro and microeconomics, and public policy to focus on critical aspects of the industrial sector. During the semester students evaluate the current composition, organization, and status of selected industries; understand the complex issues involved within an industrial group; and analyze the American and international environment within which the selected industries operate. These goals are accomplished through team reports and presentations and guest commentators.

Cross-Listed as: ECON 300. Instructor: Staff.

PSTD 310 - Leadership ()

This course considers leadership through case studies, discussions, and seminars from high-impact leaders. Topics include leadership styles, whether leadership is innate or can be learned, characteristics leaders share, and transformational leadership. Intelligence and leadership is analyzed with a particular focus on the relationship between leadership and emotional, social, and global intelligence. Finally, case studies are used to examine crisis leadership and the characteristics that enable individuals to deliver extraordinary performance under unimaginable challenges. [V, W]

Prerequisite: Junior class standing or permission of instructor. Instructor: Staff.

PSTD 339 - The Foundations of Entrepreneurship and Economic Development ()

This seminar explores business entrepreneurship as foundational in an economy's transformation, growth and development. Its analytical underlay is that entrepreneurship, whether redistributive or productive, converts ideas into economic opportunities, "assetizing" and commoditizing their intellectual properties and property rights into economic prices and tradable values through market exchange, which in turn drives and guides innovation and change and flexibility and dynamism in an economy. The focus will be on the institutional framework, environment, and analytical processes that enable business entrepreneurship.

Prerequisite: ECON 251. Instructor: Hutchinson.

PSTD 390 - Independent Study ()

Individual investigation of a particular policy-related topic under the supervision of an adviser.

Prerequisite: Permission of instructor. Instructor: Staff.

PSTD 400 - Policy Internship and Seminar ()

The internship in Policy Studies is tailored to a student's theme of concentration and typically will take place at the sponsor's site. Following the internship, students participate in a seminar to build on the lessons of the internship experience.

Prerequisite: Senior standing or permission of instructor. Instructor: Staff.

PSTD 495-496 - Honors Thesis ()

Students desiring to take honors should inform the program chair by the beginning of the first semester of the senior year. Honors work involves a guided program of independent reading and research culminating in a thesis on a topic to be selected by the student in consultation with his or her adviser and approved by the program chair. All honors projects must be conducted in accordance with the established written guidelines. Honors candidates enroll in PSTD 496 only upon successfully completing PSTD 400. [One W credit only upon completion of both 495 and 496]

Prerequisite: PSTD 400 and approval of Policy Studies Program Chair. Instructor: Staff.

PSYC - PSYCHOLOGY

PSYC 110 - Introduction to Psychological Science ()

Psychology is the scientific study of behavior and of underlying mental and physiological processes. Students are introduced to the goals of psychological science, the nature of scientific thinking, and the scientific methods psychologists use to study, explain, and predict animal and human behavior. A variety of content areas are discussed. Students apply their knowledge in weekly laboratory activities with animals and human participants, using various scientific methods. Lecture/laboratory [NS]

Instructor: Staff. Offered: Every semester.

PSYC 120 - Quantitative Methods in Psychology ()

An introduction to basic research design, measurement, and the use of descriptive and inferential statistics in psychological research. Topics include correlation, regression, reliability, validity, hypothesis testing, nonparametric techniques, and inferential statistics such as t-tests and analysis of variance. SPSS or JASP is utilized in a computer component of the course and APA Style reporting of statistical results is covered.

Prerequisite: PSYC 110 or NEUR 201 or permission of instructor. Instructor: Staff.

PSYC 203 - Design and Analysis I ()

An introduction to research methods used to conduct empirical studies in psychology. Students learn how psychological research is designed and conducted, data are analyzed, and findings are reported in APA Style. Students read professional journal articles of psychological research, developing skills necessary to draw critical conclusions and design research studies. SPSS or JASP is utilized in the laboratory component of the course. Lecture/Laboratory [Q]

Prerequisite: PSYC 110 and PSYC 120, or permission of instructor. Instructor: Staff.

PSYC 210 - Second Language Acquisition ()

How do people learn another language? The primary goal of this course is to introduce students to a vibrant and expanding branch of language science and, more generally, to cognitive science as it relates to the study of second language acquisition. This course is designed for those interested in theories and processes of language learning or for those seeking a career in language teaching. [SS, W]

Cross-Listed as: FLL 210. Instructor: Luo.

PSYC 211 - Industrial-Organizational Psychology ()

Industrial-Organizational (I-O) Psychology is the scientific study of behavior and mental processes in organizations, especially work organizations. Course topics include the historical development of I-O psychology, relevant research methods and statistics, the impact of legal and judicial decisions, job analysis and evaluation, employee selection, performance appraisal, training and development, organizational socialization, motivation, job satisfaction and employee attitudes, organizational stress, leadership, power and politics, group processes, and organizational theory, culture, structure, and change.

Prerequisite: PSYC 110 or permission of instructor. Instructor: Chu.

PSYC 219 - Cross-Cultural Psychology ()

This course introduces students to the field of psychology that examines the influence of culture upon human behavior, cognitive processes, and/or affective experience. We will focus on such topics as cultural factors in communication (verbal, nonverbal), personality and identity, gender roles, health (mental and physical), parenting, and/or group dynamics. [GM1, GM2]

Prerequisite: PSYC 110 or permission of instructor. Instructor: Togans.

PSYC 223 - Physiological Psychology I ()

Physiological Psychology is the branch of neuroscience concerned with the physiological mechanisms that govern behavior. It is an interface between neuroscience and psychology which is directed toward understanding how the structure and function of the brain (neuroscience) relates to behavior, thought, and emotion (psychology). In this introductory course we will examine the anatomy and physiology which underlies behavior. Students my not earn credit for both NEUR 201 and PSYC 223.

Prerequisite: PSYC 110 or permission of instructor. Instructor: Gabel, Schettino, Wickham.

PSYC 225 - Psychopharmacology ()

This course examines the neurological, physiological, and psychological effects of psychoactive drugs, such as sedatives, stimulants, opiates, antidepressants, alcohol, and hallucinogens. The use of psychoactive drugs in treating mental disorders such as schizophrenia and manic-depressive illness is also explored.

Prerequisite: PSYC 110 or NEUR 201, or permission of instructor. Cross-Listed as: NEUR 225. Instructor: Hallock, Schettino.

PSYC 230 - Lifespan Development I ()

This course uses a biopsychosocial perspective to examine theories of development from the prenatal stage of development to late life. We will examine processes underlying physical, cognitive, neurological, social and personality development over the lifespan. Classic and current research is highlighted to show how evidence is generated in developmental science. Practical application is emphasized.

Prerequisite: PSYC 110 or permission of instructor. Instructor: Greenlee, Myers.

PSYC 231 - Personality ()

Personality refers to an individual's consistent patterns of behaviors, thoughts, and emotions. This survey course examines different theories regarding how each person becomes unique, including biological, trait, psychodynamic, humanistic, learning, and cognitive perspectives. Personality research and personality assessment also are discussed.

Prerequisite: PSYC 110 or permission of instructor. Instructor: Vinchur.

PSYC 232 - Psychological Diagnoses ()

This course examines current practices in diagnosing and treating mental illnesses and explores theories about the causes of these disorders. Major psychological disorders such as depression, substance abuse, and schizophrenia are evaluated in light of the latest research findings.

Prerequisite: PSYC 110 or permission of instructor. Instructor: Hannan, Wenze.

PSYC 235 - Social Psychology I ()

The psychological bases of social phenomena in individuals and groups. Topics include theory and methods, social

perception, attitudes, prejudice and discrimination, leadership, aggression, small groups, attraction and love.

Prerequisite: PSYC 110 or permission of instructor. Instructor: Shaw, Simon-Jennings, Togans.

PSYC 237 - Psychological Treatments ()

This course examines some of the major theories of counseling and psychotherapy, such as psychodynamic therapy, cognitive behavioral therapy, and client-centered therapy. Students are involved with both conceptual and practical aspects of each approach.

Prerequisite: PSYC 110 or permission of instructor. Instructor: Hannan, Wenze.

PSYC 239 - Tests and Measurement ()

This course examines the principles underlying psychological testing. Topics include the history of psychological tests, technical and methodological concerns such as reliability and validity as well as legal, social, and ethical issues. Prominent tests in selected content areas of psychology are examined.

Prerequisite: PSYC 110 or permission of instructor. Instructor: Staff.

PSYC 240 - Health Psychology ()

This course examines the role of psychology in all aspects of health care. Students study and discuss such issues as the use of psychological methods in preventive medicine and treatment; research methods for examining and improving interpersonal relationships within the health care setting; and the role of psychology in health care delivery.

Prerequisite: PSYC 110 or permission of instructor. Instructor: Mann.

PSYC 242 - Educational Psychology ()

This course introduces students to the theory and research underlying instructional practice. Topics include cognitive and behavioral approaches to learning, components of effective teaching, classroom motivation, measurement and testing issues, and consideration of individual differences.

Prerequisite: PSYC 110 or permission of instructor. Instructor: Myers.

PSYC 248 - Psychology of Gender ()

This course provides an examination of gender from a psychological perspective including research on gender similarities and differences and gender socialization. Emphasis is placed on the consequences of gender stereotypes and roles for the individual, relationships, and society as a whole. Change strategies and goals are also discussed. [GM1]

Prerequisite: PSYC 110 or WGS 101, or permission of instructor. Instructor: Mann.

PSYC 256 - Cognitive Psychology I ()

This course is an introduction to cognitive psychology - the study of how humans process (i.e., acquire, store, and use) information. Topics include perception, attention, memory, imagery, problem solving, expertise and other processes that allow us to function in the world. This course will provide you with a survey of the phenomena and theories of human cognition through an exploration of past and present research within the field.

Prerequisite: PSYC 110 or permission of instructor. Instructor: Talarico.

PSYC 261 - Family Psychology ()

This course offers an overview of the psychology of families. The primary goal of this course is to step beyond our personal experiences and place families within a broader social, historical, and cultural context. This class will primarily take a psychological science perspective in understanding family function; however, multi-disciplinary perspectives will be incorporated throughout the semester with a focus on diversity in American families.

Prerequisite: PSYC 110 or permission of instructor. Instructor: Greenlee. Offered: Spring.

PSYC 270 - Sports Psychology ()

This course explores the world of human sport performance from a psychological perspective. The course serves as an introduction to the fundamental foundations of sport psychology theory and practice, examining topics such as motivation, team dynamics, the anxiety-performance relationship, leadership, personality, and techniques for mental performance enhancement.

Prerequisite: PSYC 110 or permission of instructor. Instructor: Staff.

PSYC 304 - Design and Analysis II ()

This course focuses on theory and application in the areas of measurement, research design, and statistical analysis and interpretation. Topics include coverage of selected multivariate techniques (e.g., multiple regression, discriminant analysis, factor analysis), measurement theory, and meta- analytic techniques. Emphasis is on developing the necessary skills for success as an independent researcher. Lecture/laboratory. [NS, W]

Prerequisite: PSYC 203 or permission of instructor. Instructor: Staff.

PSYC 321 - Learning ()

This course examines Pavlovian and operant relations involved in behavior change (in an evolutionary context) and how these factors continue to be discovered in animal and human experimental work. Lectures set the stage for a series of experiments conducted during laboratory sessions, and class discussions of additional readings and experimental work will cover research design issues, data analytic techniques, and written presentation of experimental findings. Lecture/laboratory. [NS, W]

Prerequisite: PSYC 120 or permission of instructor. Instructor: Schettino.

PSYC 322 - Perception ()

Perception examines human sensory and perceptual systems in detail. The course covers: 1) the historical foundations and philosophical significance of the study of perception; 2) contemporary research methods in perception; 3) the types of physical stimuli sensed by humans and the physiology of sensory systems; 4) the role of perception in psychological science, especially with respect to the organization and

assimilation of information from the senses; and 5) practical applications of knowledge about human perception. [NS, W]

Prerequisite: PSYC 203 or permission of instructor. Instructor: Nees.

PSYC 323 - Physiological Psychology II ()

This advanced course examines the neural, hormonal, and physiological bases of animal and human behavior. Physiological aspects of such topics as language, learning and memory, feeding, sexual behavior, emotions, sleep, and neurological disorders are covered. In the laboratory, students will conduct discovery-oriented research utilizing a variety of techniques employed by physiological psychologists and neuroscientists. [NS, W]

Prerequisite: PSYC 110, PSYC 120 and one of the following: PSYC 223 or NEUR 201 or permission of instructor. Cross-Listed as: NEUR 323. Instructor: Gabel, Schettino.

PSYC 327 - Social Psychology II ()

This advanced course examines how social psychologists conduct research. Students read and critique primary sources on such topics as altruism and compliance. In the laboratory component, students conduct research projects illustrating various social psychological methods. Lecture/ laboratory. [NS, W]

Prerequisite: PSYC 203 and one of the following: PSYC 235 or PSYC 248, or permission of instructor. Instructor: Shaw, Simon-Jennings, Togans.

PSYC 328 - Lifespan Development II ()

This advanced course focuses on development during childhood, youth and/or adulthood. The laboratory component focuses on current theoretical models, recent research, and assessment and analytic methods in relation to a range of course-relevant topics. Students conduct research projects related to the topics under study in laboratory or field settings. [NS, W]

Prerequisite: PSYC 203 and one of the following: PSYC 230 or PSYC 242 or PSYC 261 or permission of instructor. Instructor: Myers.

PSYC 329 - Clinical Psychology ()

This advanced course studies the research methods clinical psychologists use to ethically and effectively assess, research, and treat psychological diagnoses. In the laboratory component, students will both learn about the kinds of research questions and analyze the kinds of data that clinical scientists and practitioners do. Specific topics may include psychosocial treatment development, factors that define an empirically supported treatment, common research strategies and data analytic techniques, current research trends, and ethical considerations in clinical psychology research. Lecture/Laboratory. [NS, W]

Prerequisite: PSYC 203 and either PSYC 232 or PSYC 237, or permission of instructor. Instructor: Hannan, Wenze.

PSYC 330 - Cognitive Psychology II ()

This advanced course will cover issues in a sub discipline of cognition (e.g., perception, memory, or language). Theoretical, empirical, and practical aspects of the subject will be examined, including how researchers ask and experimentally answer questions using behavioral, neuropsychological, and neuroimaging approaches. In the laboratory component, students conduct empirical research projects further exploring these topics. [NS, W]

Prerequisite: PSYC 203 and (PSYC 256 or PSYC 271) or permission of instructor. Instructor: Talarico.

PSYC 331 - Human Factors and Engineering Psychology ()

This advanced course provides an overview of the role of psychology in the design of the systems with which humans interact. The course examines how knowledge of the psychological capabilities, limitations, and preferences of humans can be used in design and practical applications to increase the efficiency, usability, and desirability of systems and decrease human errors, accidents, and annoyance. The laboratory component provides hands-on practice with human factors methods. Lecture/Lab. (Formerly PSYC 226) [NS, W]

Prerequisite: PSYC 203 or permission of the instructor.. Instructor: Nees.

PSYC 334 - Mood Disorders ()

This course takes a bio-psychosocial approach to understanding the symptomatology, etiology, and treatment of unipolar depression and bipolar disorders. Current controversies and topics of interest in the field are emphasized. Recent studies highlighting novel, cutting-edge research and treatment paradigms are discussed. Key topics such as comorbidity, diversity and cultural considerations, and suicide are explored.

Prerequisite: PSYC 232 or PSYC 237 . Instructor: Wenze. Offered: Every other year.

PSYC 342-343 - Practicum in Psychology ()

An experientially based course in which students apply their knowledge from academic course work to a field setting and explore research relevant to their field activities. The internship site matches the student's interest (e.g., human service agency; personnel department, etc.). Field supervision/seminar. [W]

Prerequisite: Psychology major or minor, junior or senior status, and permission of instructor. Instructor: Staff.

PSYC 349 - Community Health ()

In this advanced course, students learn about topics related to health-focused psychology research in community settings. Topics include the creation and evaluation of community-based programs and interventions, dissemination and implementation science, and mixed methods research. Students will discuss and evaluate peer-reviewed research on a range of health-related topics. In the laboratory component, students engage in a community-based research project focused on health psychology. Lecture/lab. [NS, W]

Prerequisite: PSYC 203 and one of PSYC 240 or PSYC 248; or permission of instructor. Instructor: Mann.

PSYC 351-360 - Special Topics ()

A seminar devoted to a subject of interest to students and faculty. Announcement of the proposed subject is made before the registration period each semester. Open to psychology majors or by permission of instructor.

Instructor: Staff.

PSYC 391-392 - Independent Study ()

An opportunity for students to pursue a topic of choice with the guidance of a faculty member. Students examine the topic for one or two semesters. The work includes reading primary and secondary sources and culminates in paper of distinguished quality. Students are limited to one of PSYC 391-392, PSYC 395-396, PSYC 491-492, or PSYC 495-496 in a given semester. [W]

Prerequisite: PSYC 203 and permission of instructor. Instructor: Staff.

PSYC 490 - Capstone Course in Psychology ()

This seminar course serves as the capstone for the Psychology major. It will examine the historical, theoretical, and practical aspects of a specific topic within the discipline of psychology from a wide range of perspectives, building on the student's experiences in prior courses. The specific topic will vary by instructor, but will include similar activities such as reading and discussion of primary sources as well as writing and presenting original research. [W]

Prerequisite: Psychology major and Senior Status, or permission of instructor. Instructor: Staff.

PSYC 491-492 - Advanced Research ()

An opportunity for students to engage in an empirical study with the guidance of a faculty member. Students undertake a research project in an area of choice designed for one or two semesters. The work culminates in a data-based paper of distinguished quality. Students are limited to one of PSYC 391-392, PSYC 395-396, PSYC 491-492, or PSYC 495-496 in a given semester. [W]

Prerequisite: PSYC 203 and permission of instructor. Instructor: Staff.

PSYC 495-496 - Thesis ()

An opportunity for students to engage in an empirical study with the guidance of a faculty member. Students undertake a research project in an area of choice designed for two semesters. Students are expected to ask a novel question of existing data or collect novel data to address a questions of interest. The first semester culminates in a proposal of distinguished quality; the second semester culminates in a data-based paper of distinguished quality. Students are limited to one of PSYC 391-392, PSYC 491-492, or PSYC 495-496 in a given semester. [One W credit only upon completion of both 495 and 496]

Instructor: Staff.

REES - Russian and East European Studies

REES 110 - The Holocaust ()

The Holocaust was arguably the most pernicious Jewish catastrophe; it continues to challenge our understanding of historical processes, our systems of values, and our notions of culture. What ideology facilitated it? Was it directed exclusively at Jews? Who were its first victims? Who was responsible for it – Hitler, Germans, and/or other accomplices? In this course, we will discuss these and other questions by studying primary and secondary sources according to a panoramic approach known as “integrated history.” [GM2, H, V]

Cross-Listed as: JS 110. Instructor: Rice.

REES 161 - Literary Masters of Tsarist Russia ()

Pushkin, Dostoevsky, Tolstoy, Chekhov. These are the titans of Russian literature, but also celebrated innovators in the broader landscape of world literature. This course introduces students to major figures, trends, and historical contexts of 19th-century Russian literature, where literary experimentation, tense rivalries, and radical politics changed forever the future of Russian culture. We will examine periods of literary activity from Romanticism to the realist novel and end with Chekhov's mastery of the short story. [H, GM2, V, W]

Cross-Listed as: CL 161. Instructor: Ceballos.

REES 162 - Writing Under Authoritarian Regimes: Soviet Russia and Beyond ()

This course offers a survey of the texts and challenges of writing literature in Russia and Eastern Europe since the Soviet regime. From the Russian Revolution and the Cold War, to the rise of authoritarian regimes in our time, we will examine how authors negotiated artistic freedom and state censorship in places where writing was a matter of life and death. Particular attention will be paid to minoritized groups (women, ethnic minorities, and political dissidents). [GM2, H, W]

Cross-Listed as: CL 162. Instructor: Ceballos. Offered: Spring.

REES 163 - Back in the USSR: Encounters with Soviet Russia on the Page and Screen ()

The aim of this culture survey is to introduce you to how the Soviets saw the West and the way the West -- Americans and Western/East-Central Europeans -- saw the Soviet Union. Cold War cultural hostilities, still very much a part of how the West perceives Russia today, have had a retroactively distorting effect on our understanding of what the Soviet-West encounter looked like prior to World War II/ Intellectuals, writers, artists, and activists like Arthur Koestler, Paul Robeson, Langston Hughes, Margaret Bourke-White, and John Steinbeck -- traveled to the USSR to see what this "Great Experiment" portended for the international leftist movement. Fellow travelers or card-carrying members of the Communist Party, these writers -- many of them African-American or suffering from gender discrimination -- were fascinated by the founding of a new state which claimed to have erased social and class difference in order to remake the world. This claim was of course not so simple; authoritarianism under Stalin, de-legitimized by its consequent show trials, executions, and GULAG sentences, embittered many leftists. We'll be working on answers to the following questions: What tools do we have to retrace and reconstruct this cultural moment toward a revisionist glimpse of the USSR? How did the Soviets themselves perceive the West, and later, Western antagonism, toward their ideology and cultural revolution? As we examine photo-journalism, travelogues, comics, and film on this encounter, the verb "to see" is meant to be taken literally and figuratively: how do members of these cultures imagine and intellectually conceive of one another? What is really behind the "othering" both the West and the Soviets committed against one another? What grey areas can we identify in this cultural meeting and what larger conclusions can we draw about cultural encounters? In textual works, such as fiction or

memoirs, we will trace the construction and reconstruction of these cultural anxieties and outright stereotypes. Recent tensions between Russia and the West return to the Cold War era in tone and vitriol. Our task is to follow the inception of these trends in the Soviet period and, most importantly, to call into question the simplicity of the East/West dichotomy. [H, GM2, W]

Cross-Listed as: CL 163. Instructor: Ceballos.

REES 241 - History, Art and Culture of Russia and Eastern Europe ()

This course introduces students to the major issues addressed by scholars of Russia and Eastern Europe in a number of different disciplines: history, art, literature, government, economics, religious studies, and music. Each week, we treat a different era of history, reading literature, viewing slides, listening to music, and discussing social and political developments. Students will read the Great Russian writers, examine religious culture and architecture, and learn about life in Russia and Eastern Europe today. [GM2, H, SS]

Cross-Listed as: ART 241, HIST 241. Instructor: Sanborn, Sinkevic.

REES 265 - Dostoevsky in a Global Context ()

An examination of Fyodor Dostoevsky's major novels and journalism in the context of his transnational legacy. We examine problems of reading Dostoevsky in the 21st century stemming from his Christianity, politics, and contribution to the global art of the novel. Of special consideration will be the texts and reception of two influential novels, *Notes from the Dead House* and *The Brothers Karamazov.* Key theoretical approaches to his work will be discussed. All readings in English. [H, V, GM2, W]

Cross-Listed as: CL 265, ENG 265. Instructor: Ceballos.

REES 267 - Revolution! Russian Culture and the Radical Tradition ()

Russia. This is where the world's liberation struggles for racial and economic justice – whether in China, Cuba, or Ghana – looked for inspiration for their revolutionary programs. This course returns to essential fiction, autobiography, and film to explore the cultural bedrock of Russia's radical tradition, which left us groundbreaking ideas about political change. Topics studied include religious sectarianism, socialism, populism, violence, and professional revolutionaries. We end with connections to global revolutionary movements. All texts in English. [GM2, H, V, W]

Instructor: Ceballos.

REES 270 - National and Transnational Cinemas ()

In this class we will study various cinemas of the world and the cultural, political, and historical contexts from which they emerge. Through screenings, complementary readings, and case-studies, and guided discussion we will develop an understanding of the theoretical debates as they relate to concepts of "national," "global," and "third" cinemas, and explore different systems of production and distribution. Looking at how cinema across the world can be a means of expression, a form of entertainment, and an instrument for political change, we will examine the ways in which films reflect the cultures from which they emerge and how they, in turn, influence those and other cultures. [GM1, GM2, H] Pre-req: FAMS 101

Prerequisite: FAMS 101, A&S 102, or permission of instructor. Cross-Listed as: FAMS 270. Instructor: Sikand.

REES 310 - Testimonies of Atrocity ()

This research seminar explores testimonies of two arguably most horrific human-made catastrophes of the twentieth century: Holocaust and the Soviet GULAG system. By studying victims' accounts, students will learn to reconstruct daily experiences of people trapped in violence of totalitarian regimes. Applying concepts from theoretical literature, students will analyze diverse contexts of witnessing and discuss contingencies and challenges of creating testimony in different media (written, oral, audio) and social-political contexts of particular times. [H, GM1, GM2, V, W]

Cross-Listed as: JS 310. Instructor: Rice. Offered: Every two years.

REES 365 - "War and Peace:" Tolstoy's Novel and Its Undying Questions ()

What is war? What is peace? What is love? What is death?—these are the questions raised by Lev Tolstoy's *War and Peace*. This course is dedicated to analyzing the artistic world-building of this epic novel, while also exploring its continued social relevance and moral vision. Students will study the text, assess its major commentators, and research its dialogue with today's burning issues: social justice, anti-colonialism, gender and sexuality, and climate change. (taught in English) [H, GM2, W]

Prerequisite: CL 161 or REES 161 or CL 265 or ENG 265 or REES 265; or permission of instructor. Cross-Listed as: CL 365. Instructor: Ceballos.

REES 460 - Reading and Research in Russian/ East European Studies ()

This course gives advanced students the opportunity to investigate intensively an area of special interest. The student is required to meet with the instructor periodically throughout the semester and at the conclusion of the course to submit a scholarly paper as well as to be prepared to take an oral examination on his or her work. Hours arranged.

Instructor: Staff. Offered: As needed.

REES 495-496 - Thesis ()

Students interested in completing a thesis for Program Honors are advised to consult with the program coordinator toward the end of their junior year. Following selection of a topic and thesis director, a research design must be provided at the opening of the fall semester. The student then completes REES 495. If the thesis director and program coordinator conclude that sufficient progress has been made, the student takes REES 496 and completes a thesis for submission for honors. [One W credit only upon completion of both 495 and 496]

Instructor: Staff.

REL - RELIGIOUS STUDIES

REL 101 - Religions in World Cultures ()

This course introduces students to the academic study of religion through a consideration of Buddhism, Christianity,

Hinduism, Islam, Judaism, and traditional African religions. Different forms of religious experience and belief are examined along with the myths, rituals, concepts, and symbols that convey them. Various methodologies and source materials are used. [GM2, H, V]

Instructor: Staff. Offered: Fall and spring semesters.

REL 102 - Contemporary Religious Issues ()

An exploration of how religious people and ideas shape contemporary life. The course examines religiously-influenced issues such as the separation of church and state, the role of religion in violence and terrorism, and debates between religion and science. The course also looks at positive roles of religion and spirituality in modern culture. [SS, V]

Instructor: Hendrickson.

REL 103 - Religion, Myth, and Fantasy ()

A study of the nature of fantasy and the fantastic and their relation to religion and religious expression, in both West and East. Students examine various texts and tales, as well as films, from a wide range of historical times and traditions, focusing on the modes through which they convey different kinds of religious experience, beliefs, and meanings. Themes include fate of the soul after death, conflict of good and evil, and boundaries between the real and the unreal. [GM1, H]

Instructor: Ziolkowski. Offered: Fall semester.

REL 104 - Saints, Mystics, Ecstatics ()

An introduction to the comparative and historical study of religion through an examination of three often interrelated types of religious personality: saint, mystic, ecstatic. After considering classic and recent studies of these three types from both Western and Eastern perspectives, the course analyzes autobiographical, biographical, hagiographic, iconographic, and cinematic portrayals of representative figures, focusing upon the expression of the figures' defining experiences and followers' responses to the persons' lives and experiences. [GM1, H]

Instructor: Ziolkowski.

REL 201 - The Biblical Imagination: Torah, Prophets, Writings ()

Introduction to the religion of ancient Israel; examination of biblical perspectives on the great questions through close reading of selected texts; interpretation of the book as "scripture" as the Old Testament by Christian communities and as the Tanakh or written Torah by Jewish communities; methods of scholarly inquire. [H,V]

Instructor: Carr.

REL 202 - Christian Scriptures ()

In this class, we read and study the Christian Scriptures, also known as the New Testament. Besides looking at the various genres of literature in the New Testament, we examine the central figures of Jesus, Paul, and the early Christian Church. Of particular interest in this course are the Jewish and Roman cultural, religious, and political contexts in which the Christian Scriptures were born. [H,V]

Instructor: Staff.

REL 203 - Religion and the Literary Imagination ()

This course interprets the religious meanings and implications of a selection of twentieth-century novels. The focus is upon the problematic relationship of the religious protagonisst to society and God, or to some other ultimate concern. Other themes considered include the conflict of faith and doubt tensions between religious commitment and aesthetic yearnings, moral and ethical responsibility in the confrontation with evil, and religious dilemmas arising from the encounter between different cultures and religions. [H, V, W]

Instructor: Ziolkowski.

REL 204 - India's Religious Texts: Sacred Word, Sacred Sound ()

This course introduces the oral and written traditions of South Asian religions including Hinduism, Buddhism, Sikhism, and Islam with selections from a range of texts including the Vedas; biographies of the Buddha; Hindu, Sikh, and Islamic mystical and devotional poetry. The course examines the use of oral and written traditions in religious practice. [GM1, H, V]

Instructor: Rinehart.

REL 207 - The Quran ()

Over one billion Muslims believe that the Quran contains the literal words of God. This course attempts to orient students to the most sacred scripture of Islam. It will explore the Quran as an oral, visual, and fluid text. The Quran swiftly traverses concepts such as love and justice, estrangement and community, war, and peace, heaven and hell, good and evil. Occasionally, comparisons will be drawn to other sacred scriptures as well. [H,V]

Instructor: Patel.

REL 209 - Sacred and Scared: Strange Tales and Popular Religions in East Asia ()

Exploring the rich tradition of ghost stories and fantasy tales of the oddities (*zhiguai*) in East Asia, this course provides a comprehensive overview of folk religions and cultic practices in China, Taiwan, and Japan. Intensively reading *zhiguai* stories and relevant modern scholarship, students consider and compare Eastern and Western conceptions of self and other, body and soul(s), death and afterlife, and better understand the popular culture, folklore, and religious secularism and syncretism in East Asia. [GM1, H]

Instructor: Ma.

REL 211 - Hinduism: Unities and Diversity ()

An introduction to the vast, complex religious traditions of India known as Hinduism, with readings from some classic works of early Hinduism, such as the Vedas, Upanishads, and the Bhagavad Gita, and Hinduism's extensive oral and written mythological tradition. Hindu worship and meditation are studied, as well as the religious foundations of the caste system. Issues in contemporary Hinduism are also considered. Counts toward Asia Culture Cluster and Asian Studies major and minor. [GM2, H, V]

Instructor: Rinehart.

REL 212 - Buddhism: From India to Asia and Beyond ()

An introduction to the development of Buddhism and its spread throughout Asia. The course begins with the rise of Buddhism in India and the development of Buddhist philosophy and religious practice. It then examines Buddhism in China, Japan, Tibet, southeast Asia, and the West, focusing on adaptations in Buddhist practice and belief in different environments. Counts toward Asia Culture Cluster and Asian Studies major and minor. [GM1, GM2, H, V]

Instructor: Rinehart.

REL 213 - Judaism: Faith, Communities, Identity ()

An introduction to the religion, history, and literature of the Jewish people. Among the areas covered are: the biblical heritage; the development of rabbinic Judaism; ritual and practice; medieval philosophy and practice, and the reactions of Jews to modernity, such as political emancipation, immigration to America, the Holocaust, the state of Israel, and issues of gender. [GM1, H, V]

Instructor: Carr.

REL 214 - Christianity: From Jesus to the Third Millennium ()

A study of the main branches of Christianity-Eastern Orthodox, Roman Catholic, and Protestant-focusing on their common biblical inheritance, historical developments, characteristic doctrines, and institutional expressions. Readings are assigned in authors representing the viewpoints studied. [GM2, H, V]

Instructor: Ziolkowski.

REL 215 - Islam: History, Faith, and Practice ()

An introduction to Islam, a religion that flowered into a world civilization. It covers the vast and dynamic range of Muslim religious life from Muhammad's time to the present. The broad survey spans the foundational texts of the Quran and prophetic traditions as well as later Islamic thought, including jurisprudence, theology, and mysticism. The course highlights modern debates within and about Islam. Topics include political Islam, religious pluralism, the limits of jihad, and the possibilities of Islamic feminism. [H, V]

Instructor: Patel.

REL 216 - Religions in Africa: Contemporary and Historical Expressions ()

This course is an introduction to the study of traditional African religious systems, thought, and experience. The course explores the way African religions are related to different forms of social organization and conflict, notions of authority, and power. It also explores the ways African religious thought and practice have been affected by and transformed through colonization, missionary activity, and the continent's integration into the global economy. [GM2, H, SS, V]

Instructor: Blunt.

REL 217 - Latina/o Religions: Not Just Catholicism ()

A Study of the religious traditions of Latinas and Latinos in the United States. The course looks at various forms of Catholicism, the growth of Protestantism in Hispanic communities, and a variety of Afro-Caribbean religions. Emphases are placed on the lived devotions of Latina/os, on the differences among Mexican, Caribbean, Central and South American groups, and on the role of religion in ethnic identity formation and maintenance. [GM1, H, V]

Instructor: Hendrickson.

REL 218 - Confucianism: Self and Society ()

Revolving around the themes of self and society, this course explores the philosophical and cultural history of the Confucian tradition from its inception to the present day. Probing the cultural, religious, gender, and sociological aspects of Confucianism, students will develop a systematic understanding of the intersections and interactions of individual, community, and society in countries under a Confucian tutelage. Course materials consist primarily of canonical texts and modern scholarship, supplemented by literary narratives and movies. [GM1, GM2, H, V]

Cross-Listed as: PHIL 218. Instructor: Ma.

REL 222 - Interreligious Cooperation and Conflict ()

This course explores the intersection of religion, ethics and politics through the lens of interreligious cooperation and conflict. It focuses on the connected histories of Judaism, Christianity, and Islam-the "Abrahamic faiths"-through a study of doctrine, ritual, and social life. Special attention is given to practices of representing "nonbelievers" and to historical interactions between the religious communities in order to highlight the complexity, fluidity and dynamism of religious identity. [GM1, H, V]

Prerequisite: REL 101 or permission of instructor. Instructor: Patel.

REL 223 - Religious Healing and Health ()

An examination of how various religious traditions understand sickness and health and how they try to restore wholeness to sick individuals and groups. The efficacy of religious healing, the interface between modern medicine and folk healing, and the importance of cultural narratives in restoring the sick to health are all considered. Academic analysis of religious healing as well as firsthand accounts of religious and folk healthcare are studied. [H, SS]

Instructor: Hendrickson.

REL 224 - Religious Ethics ()

A study of the bases of normative claims about behavior in various religious traditions. Materials from Christian, Jewish, Buddhist, and other religious traditions are used. Topics include freedom, responsibility, and destiny. [H, V]

Instructor: Staff.

REL 225 - Sex, Gender, and Religion ()

How have religions helped shape attitudes about traditional gender roles? This course explores ideas about gender and sexuality in the world's major religions. Topics include ideas about gender from texts and oral traditions, ideas regarding gender and spiritual capability, and the connection between religious notions of gender and larger social, political, and economic issues. The course also examines various feminist critiques of religion and reform movements within religious traditions. [GM1, H]

Instructor: Staff.

REL 226 - Jewish-Christian Relations: From Enmity to Dialogue? ()

Judaism and Christianity claim common roots, yet historically defined themselves often as adversaries. Throughout most of history, Christianity relegated Judaism to a status of tolerated minority. This course explores complicated Jewish-Christian interactions since the "parting of the ways," to medieval persecutions of the Jews, to processes of modernization and emancipation, to recent attempts at dialogue spurred by the tragedy of the Holocaust. While not free from controversies, these attempts do often result in interfaith reconciliation. [GM1, H, V, W]

Cross-Listed as: JS 226. Instructor: Rice.

REL 228 - Religion and Politics in Africa ()

This course is a critical introduction to the study of politics and the way religious forces and discourses have shaped and continue to shape general notions of the good in African societies and nations. The course will begin with classic studies of institutions of social and moral order in Africa and will move through the way African religious and political systems came into articulation with the colonial and postcolonial state. The second half of the course will examine moral quandaries, like political corruption, and moral reform movements like Pentecostalism, against the backdrop of economic structural adjustment and the decreased sovereignty of African nations. [GM1, GM2, H, SS, W]

Instructor: Staff.

REL 231 - Religions in American History and Culture ()

From the religious traditions of Native Americans to the religions brought to this continent by Europeans, Africans, and Asians, there is a rich tapestry of religious belief, practice, and culture in the U.S. This course focuses on the history of religious life in North America, the cultural aspects of religions in this region, and the diversity of religious expression. The course also considers how relates to group, regional and national identity. [GM1, H]

Instructor: Staff.

REL 232 - Religions in Latin America ()

This course focuses on how religious practices and beliefs have contributed to culture, ethnic identity, and public life over time in Mexico, Central and South America, and the Spanish-speaking Caribbean. The role of the Catholic Church in colonization and nation formation, and its place in popular culture is considered. Other topics include the rise and spread of Protestant Christianity in the region as well as indigenous and African-origin religions. [GM2, H, W]

Instructor: Hendrickson.

REL 233 - Female Divinities and Demons in East Asia ()

This course examines the popular female deities and demons in East Asia. We will discuss the various forms in which women figured in the spirit world of China, Japan, and Korea, how these female images evolved and what they tell us about the nature of East Asian religions, and the social roles and relations attributed to women within Confucian communities/countries. Course readins include primary texts and modern scholarship. Comparisons with Western traditions will be integrated. [H, GM1]

Instructor: Ma. Offered: Fall.

REL 240 - Theories of Religion ()

What is religion? What is the nature of religious belief? What roles does religion play in society? How can we study and understand religion? There have been many attempts to answer these questions from sociology, anthropology, philosophy, psychology, comparative religion, and the feminist critique of religion. This course examines representative theories of the nature and study of religion, paying close attention to the contexts within which these theories arise, and how effective they are in leading to an understanding of religious beliefs and practices. [H, SS, W]

Instructor: Staff. Offered: At least once every other year.

REL 250 - Anthropology of Religion ()

As the United States and European colonial powers expanded into places like Africa, Native North America, Melanesia, and Australia (to name a few), different national traditions of anthropology developed an ever evolving toolbox of approaches and techniques for understanding the religious lives of Euro-American Others. This course is an introduction to this "toolbox" of anthropological theories and methods of studying religion from the Victorian era to the present. The course will also attend to voices in the discipline critical of the way anthropology constructs "religion" as an object of analysis. [SS, W]

Prerequisite: A&S 102 or A&S 103, or REL 101. Cross-Listed as: A&S 250. Instructor: Blunt.

REL 260 - Global Muslim Literature and Film ()

This course introduces students to global Muslim culture and civilization through literature and film. Geographic regions include the Middle East, South Asia, Africa, North America and Europe; historical periods span both pre-modern and modern. Topics covered include but are not limited to: constructions of race, religion, and gender; diaspora and immigration; political Islam and Islamophobia in cultural contexts. Course materials focus on fictional storytelling although characters and plots may be rooted in actual historical events. [H, GM2]

Instructor: Patel.

REL 301 - Philosophies of Religion ()

An examination of central problems and current issues in the philosophy of religion as treated in classic texts of the field: definitions of religion; 'proofs' of God's existence; the nature of religious experience, faith, revelation, and miracle; the problem of evil; human destiny; religious naturalism; religious language; atheism and unbelief; religious pluralism; religion and gender. We discuss these subjects from a rational, critical, objective perspective, taking account of the authors' historical-cultural context. [H, V, W]

Instructor: Ziolkowski.

REL 304 - Spirituality and Transformation: From Sufism to Self-Help ()

This course explores different conceptualizations of spirituality and transformation primarily through the lens of Islamic mysticism (Sufism), but also through Jewish mysticism (Kabbalah), and the contemporary (primarily American) Self-Help industry. Sources include both primary

and secondary texts, including translations when appropriate.[H,GM1]

Instructor: Patel.

REL 306 - Jewish Responses to the Holocaust ()

Investigation of a reactions to the Holocaust in a variety of genres, such as theology, philosphy, literature, history, ethics, politics, photography, memorials, and film. Contextualizes Jewish conceptions of suffering, considering the Holocaust as a "Jewish" event, and the influence of Holocaust narratives in the U.S., Israel, and Europe. [GM1, H, W]

Instructor: Carr.

REL 307 - Jews in Poland, Culture and Memory ()

The course traces the development of Jewish civilization in Poland, the spiritual and demographic heart of Judaism, examining distinctive Jewish movements and institutions and the flowering of secular Jewish culture in the early twentieth century. The course also considers the controversial issue of Jewish-Polish relations before, during, and after World War II. Finally, it confronts the rebirth of a Jewish community in Poland since 1989, the place of Jews and Judaism in Polish collective memory, and tensions between the two. [GM1, GM2, H, W]

Cross-Listed as: JS 307. Instructor: Rice.

REL 308 - Visual Culture and Religious Identity ()

This course introduces the concept of visual culture as a window into the study of religion. Secondary texts are juxtaposed with primary sources. These sources suggest the construction of religious communities and identities has taken place in the context of cultural exchange. We look at how various traditions have used images to construct community boundaries and ideologies. What and when have communities shared, disputed, and diverged? How has the presentation of "others" been an aspect of religious identity? [H, GM1, W]

Instructor: Carr.

REL 309 - Jews in the Americas ()

This course analyzes Jewish religious practice throughout the Americas. We compare Jewish life in multiple local and national contexts, evaluating how particular contexts have influenced Jews; how Jews have influenced various societies, cultures, and religious practices; and transnational Jewish networks, practices, and identities. We evaluate contexts individually as well as in exchange with each other. We consider the roles of various languages, including Hebrew, Yiddish, Ladino, English, Spanish, and Portuguese (all readings in English translation). [GM1, H, W]

Instructor: Carr.

REL 310 - Sacrifice: Ritual and Violence ()

What do the Eucharist, the ritual slaughter of oxen, and military service have in common? They all share sacrificial elements; the giving up of something, often the life of some being (broadly understood), in order to constitute the sacredness or boundary of a community. This course examines the role of sacrifice in religion, ritual, gender relations and even secular social formations such as nationalism. The course thus explores both theories of sacrifice and the significance of sacrifice in different social and historical contexts. [GM1, GM2, H, SS, W]

Instructor: Blunt.

REL 312 - Religious Body and Sexuality (Asia Focused) ()

The body constitutes a contested site of religious practices, identity politics, gender discourses, and social norms. This course explores the use and understanding of the gendered body in major Asian religions. We investigate various Eastern body images, inscriptions, and practices in relation to piety, divinity, sex/sexuality, identity, morality, and modernity, comparing and contrasting Asian topoi with western counterparts. Course materials consist primarily of literary, social, and historical studies, supplemented by visual arts and films. [GM, H, V]

Instructor: Ma.

REL 322 - Spirits of Capitalism: Spirit Possession and Witchcraft in Africa and the Diaspora ()

This seminar explores the relationship between global capitalism and phenomena like spirit possession and "witchcraft" in different historical and cultural contexts in Africa and the diaspora. Rather than approach such phenomena as exotica, we will instead seek to understand them as sophisticated forms of theory and practice. In the first part of the course, students will engage with classic theories of capitalism and its critics. The course then engages with specific case studies of possession-based religions and moral panics about witchcraft as vital windows into the relationship between economic forces and religious development. [GM2, H]

Prerequisite: REL 216 or REL 228 or REL 250, or permission of instructor. Instructor: Robert Blunt.

REL 325 - 20th-Century African American Religions ()

This seminar examines African American religion as a social institution that emerged in the wake of slavery and the failure of Reconstruction. Many who converted to Christianity during enslavement considered their practices resistance to white Christianity, a pattern that continued. We analyze lynching and the Exodus of Blacks from the South, vodou, Black Islam, the Civil Rights Movement, and look at constructions and representations of Black family and gender. [GM1, V, W]

Instructor: Carr.

REL 340 - Culture, Life and Death in Islamic West Africa ()

The purpose of this course is to familiarize upper level undergraduate students with the cultural and historical specificities of Islamic communities in West Africa. With reference to the introduction of Islam into West Africa via the Qadiriyya brotherhood, and other schools of thought in the pre-colonial period, the focus of this course is from the colonial period to the present day (roughly the late nineteenth century to the twenty-first). The subject is approached from a multi-disciplinary point of view. Historical, anthropological and geographic sources are used to introduce students to the political, economic, and cultural impacts that the religion and culture of Islam have had on the sub-region. The course informs students of historical links between West African Islamic cultures and the larger Islamic world, particularly North Africa, while examining the relationships between Islamic leadership and French and British colonialism. [GM2, V, W]

Cross-Listed as: AFS 340. Instructor: Wilson-Fall.

REL 350 - Religions on the Move Dynamic Approaches to the Religious History of the Americas ()

Typical narratives of religious history in the Americas start with the arrival of Christian Europeans on the eastern seaboards who then inevitably move westward across the hemisphere, converting or displacing all in their path. This seminar-style course presents alternatives to this colonial story by examining various histories and ethnographies of religious people that move, instead, on north/south axes, from west to east, or in multi-directional ways. Emphasis is placed on transnational flows and cultural contact. [GM2, W]

Instructor: Hendrickson.

REL 351-360 - Special Topics ()

These courses study subjects of current interest to students and members of the staff.

Instructor: Staff.

REL 390-391 - Independent Study ()

Open to junior or senior Religion majors or minors. Students select a specific area of interest for reading and investigation in consultation with the faculty adviser and subject to the approval of the department. Students confer regularly with advisers on their work and prepare an essay on an approved subject. Open to other qualified juniors or seniors with permission of the department.

Instructor: Staff.

REL 490 - Senior Capstone ()

Students who major in religion develop a capstone project under the direction of a faculty member in the department, following the established, written guidelines available in the department. This takes place in the first semester of the senior year. [W]

Prerequisite: Students must be Religion majors. Instructor: Staff.

REL 495-496 - Honors Thesis ()

Students desiring to take honors should inform their department advisers by the end of the second semester of the junior year. Honors work involves a guided program of independent reading and research culminating in a thesis on a topic to be selected by the student in consultation with his or her adviser and approved by the department. All honors projects must be conducted in accordance with the established written guidelines available in the department. Honors candidates enroll in REL 496 only upon successfully completing REL 495. [One W credit only upon completion of both 495 and 496]

Instructor: Staff.

RUSS - RUSSIAN

RUSS 101 - Elementary Russian I ()

Fundamentals of the spoken and written language. Development of reading, writing, speaking, and listening skills. An introduction to the culture of Russia. Class/laboratory. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies.

Instructor: Staff.

RUSS 102 - Elementary Russian II ()

Fundamentals of the spoken and written language. Development of reading, writing, speaking, and listening skills. An introduction to the culture of Russia. Class/laboratory. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Prerequisite: RUSS 101 or equivalent proficiency. Instructor: Staff.

RUSS 111 - Intermediate Russian I ()

Review and expansion of basic grammar and vocabulary. Short literary and cultural readings. Attention to developing reading, writing, and conversational skills and a deeper understanding of Russian culture. Class/laboratory. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Prerequisite: RUSS 102 or equivalent proficiency. Instructor: Staff.

RUSS 112 - Intermediate Russian II ()

Review and expansion of basic grammar and vocabulary. Short literary and cultural readings. Attention to developing reading, writing, and conversational skills and a deeper understanding of Russian culture. Class/laboratory. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H, GM2]

Prerequisite: RUSS 111 or equivalent proficiency. Instructor: Staff.

RUSS 209 - Survey of Russian Literature I ()

A chronological study of the major literary movements and styles from the seventeenth century to the present in prose, poetry, and drama. Special attention is given to the ideological and historical background. [H]

Prerequisite: RUSS 112 or equivalent proficiency. Instructor: Staff.

RUSS 210 - Survey of Russian Literature II ()

A chronological study of the major literary movements and styles from the seventeenth century to the present in prose, poetry, and drama. Special attention is given to the ideological and historical background. [H]

Prerequisite: RUSS 112 or equivalent proficiency. Instructor: Staff.

RUSS 211 - Advanced Russian ()

A course in advanced grammar and syntax designed to develop a high degree of aural comprehension and conversational fluency. Perceptive reading and clear writing are stressed. Discussion of the major social, ideological, and artistic trends and movements of Russia. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Instructor: Staff.

RUSS 290 - Independent Study in Russian ()

This course emphasizes reading authentic materials and writing compositions and correspondence.

Prerequisite: RUSS 112, equivalent proficiency, or permission of the instructor. Instructor: Staff.

RUSS 291 - Independent Study in Russian ()

This course emphasizes reading authentic materials and writing compositions and correspondence.

Prerequisite: RUSS 112, equivalent proficiency, or permission of the instructor. Instructor: Staff.

RUSS 311 - Russian Short Story ()

A study of the Russian novella and short story with emphasis on nineteenth- and twentieth-century fiction. Reading and interpretation of works by writers such as Pushkin, Gogol, Turgenev, Tolstoy, Dostoevsky, Chekhov, Gorky, Babel, Olesha, Solzhenitsyn, and others. [H]

Prerequisite: RUSS 112 or equivalent proficiency. Instructor: Staff.

RUSS 316 - Soviet Russian Literature ()

A study of developments from 1917 to the present for their literary, social and political significance. Reading and interpretation of works by writers such as Mayakovsky, Gladkov, Fadeyev, Katayev, Simonov, Panova, Evtushenko, Trifonov, and others. [H]

Prerequisite: RUSS 112 or equivalent proficiency. Instructor: Staff.

SPAN - SPANISH

SPAN 101 - Elementary Spanish I ()

This sequence is for beginners, covering the fundamentals of spoken and written language through the development of reading, writing, speaking, and listening skills.
Class/laboratory. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies.

Prerequisite: Novices only. Students with the equivalent of two or more years of high school Spanish are ineligible to take SPAN 101. Students with the equivalent four or more years of high school Spanish are ineligible to take SPAN 102 and SPAN 103. Instructor: Staff.

SPAN 102 - Elementary Spanish II ()

This sequence is for beginners, covering the fundamentals of spoken and written language through the development of reading, writing, speaking, and listening skills.
Class/laboratory. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Prerequisite: Novices only. Students with the equivalent of two or more years of high school Spanish are ineligible to take SPAN 101. Students with the equivalent of four or more years of high school Spanish are ineligible to take SPAN 102 and SPAN 103. Prior to registering for their first language course (102 or above) at Lafayette, students with the equivalent of two or more years of high school Spanish should take the online advising test or submit their AP or IB-Higher Level subject test scores to the Registrar.. Instructor: Staff.

SPAN 103 - Accelerated Elementary Spanish ()

An intensive program for high beginners. The course takes a communicative approach toward the development of reading, writing, listening and speaking skills. Ideal for students in need of review, and those with professional, family or travel interests. Class/Laboratory. Not open to students with credit for SPAN 101-SPAN 102. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Prerequisite: Students with the equivalent of four or more years of high school Spanish are ineligible to take SPAN 102 and SPAN 103. Prior to registering for their first language course (102 or above) at Lafayette, students with the equivalent of two or more years of high school Spanish should take the online advising test or submit their AP or IB-Higher Level subject test scores to the Registrar.. Instructor: Staff.

SPAN 111 - Intermediate Spanish I ()

Review and expansion of basic grammar and vocabulary. Short literary and cultural readings. Development of reading, writing, listening, and conversational skills as well as a deeper understanding of Hispanic cultures.
Class/laboratory. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies.

Prerequisite: SPAN 102 or SPAN 103. Prior to registering for their first language course (102 or above) at Lafayette, students with the equivalent of two or more years of high school Spanish should take the online advising test or submit their AP or IB-Higher Level subject test scores to the Registrar.. Instructor: Staff.

SPAN 112 - Intermediate Spanish II ()

Review and expansion of basic grammar and vocabulary. Short literary and cultural readings. Development of reading, writing, listening, and conversational skills as well as a deeper understanding of Hispanic cultures. Class/laboratory. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H, GM 2]

Prerequisite: SPAN 111. Prior to registering for their first language course (102 or above) at Lafayette, students with the equivalent of two or more years of high school Spanish should take the online advising test or submit their AP or IB-Higher Level subject test scores to the Registrar.. Instructor: Staff.

SPAN 211 - Advanced Spanish ()

Advanced Spanish is an intensive composition course that emphasizes the development of critical and analytical skills in Spanish through the study of Spanish and Latin American literature and film. Designed as a bridge between language development and upper-level civilization, literature, and culture courses, this class focuses on process writing and is generally taken after a student has completed the Intermediate sequence of language study. Language level and subsequent course placement will be determined by the Department of Languages & Literary Studies. [H]

Prerequisite: SPAN 112, or equivalent proficiency. Prior to registering for their first language course (102 or above) at

Lafayette, students with the equivalent of two or more years of high school Spanish should take the online advising test or submit their AP or IB-Higher Level subject test scores to the Registrar.. Instructor: Staff.

SPAN 215 - Spanish for Heritage Speakers ()

Designed to build on the existing skills of students who have grown up in Spanish-speaking environments, this course provides the opportunity to develop communicative competence in Spanish in both formal and informal settings through the expansion of speaking, reading, and writing skills. Objectives include: review of of such critical language aspects as spelling conventions, written accents, and the variety of linguistic registers or communicative settings (i.e. informal, formal, academic, etc.). Extensive reading, writing, and communicative activities. Equivalent to SPAN 211. [GM1, H]

Prerequisite: Home background experience in Spanish. Course does not assume previous formal study of the language. All participating students will take a written skills-assessment test. Instructor: Geoffrion-Vinci.

SPAN 225 - Business Spanish ()

This course is designed to teach advanced students how to use their language skills within the context of the Spanish-speaking professional world. Students acquire specialized vocabulary and knowledge related to topics such as banking and finance, telecommunications, import/export operations, advertising, and marketing. Course activities include composition of business letters and résumés, summaries, and translation of official documents and business correspondence, exploration and analysis of commerce-related Internet sites, and completion and presentation of a country-specific team project. Class/laboratory. [H]

Prerequisite: SPAN 211, or equivalent proficiency. Students with two or more years of high school Spanish should submit their AP, IB, or SAT II score to the Registrar or take the placement test administered by the Department. First-year students should take the online placement test prior to registration. Continuing students should make an appointment with the Foreign Languages & Literatures Department Head to take the exam prior to registration. Instructor: Staff.

SPAN 303 - Texts and Contexts: Iberia (pre-1900) ()

An interdisciplinary exploration of the Iberian Peninsula's civilizations and cultures as reflected in its history, literature, peoples, politics, and arts. Topics range from Spanish Unification in 1492 through the rise and fall of Spain as an imperial power. Class/laboratory. [H]

Prerequisite: SPAN 211, equivalent proficiency, or permission of the instructor. Instructor: Donnell.

SPAN 304 - Texts and Contexts: Latin America (pre-1900) ()

An interdisciplinary exploration of civilizations and cultures from the colonial period through the early 20th-century as reflected in its history, literature, peoples, politics, and arts. Class/laboratory. [H]

Prerequisite: SPAN 211, equivalent proficiency, or permission of the instructor. Instructor: Staff.

SPAN 305 - Text and Contexts: US Latinx ()

Cultural productions by Latinx in the United States is right now an essential component of the Hispanic world. States like Florida, California, Texas, Arizona, New Mexico, New York, New Jersey, among others offer a diverse US Latinx population. This course analyses literary works writers who identify themselves as Mexican-American, Cuban-Americans, Nuyoricans, Dominican-Americans or migrants from Spanish-speaking countries. This course will focus on critical topics such as identity conflicts, gender issues, immigration, and generational differences. Students will examine through literary text the conflicts present in the Latinx community in the United States. The course will provide to the students a crucial perspective about the contribution of Hispanic heritage to the United States in order to understand cultural differences.

Prerequisite: SPAN 211 or SPAN 215. Instructor: Staff.

SPAN 311 - Survey of Spanish Literature II ()

An introduction to the literature of Spain from the eighteenth century to the present, from the Enlightenment through the post-civil war era. The course examines how authors such as Larra, Castro, Pardo Bazán, Galdós, and Machado responded to the challenges posed by the shifting realities of their times. Class/laboratory. [GM2, H]

Prerequisite: SPAN 211, equivalent proficiency, or permission of the instructor. Instructor: Geoffrion-Vinci.

SPAN 313 - Texts and Contexts: Iberia (post-1900) ()

An interdisciplinary study that examines the evolution of Spanish society from the nineteenth to the twentieth century. Topics include Spain's problematic transition from feudalism to modernity, the rise of regionalism and its impact on national identity, and literary creativity and censorship in a nation vaulting between reactionary and democratic political forces. [GM2, H]

Prerequisite: SPAN 211, equivalent proficiency, or permission of the instructor. Instructor: Geoffrion-Vinci.

SPAN 314 - Texts and Contexts: Latin America (post-1900) ()

An interdisciplinary study of current cultural and political trends in Spanish America with emphasis on national and continental identities, political responses to development, the vitality of popular culture and the arts, and the growing importance of Hispanics in the United States. Laboratory assignments. [H]

Prerequisite: SPAN 211, equivalent proficiency, or permission of the instructor. Instructor: Quirós, Staff.

SPAN 315 - Introduction to Visual Cultures of the Iberian Peninsula: Spanish Culture and Society through Film ()

An introduction to Iberian visual cultures from the early twentieth century to the present day. Among the issues addressed are the history of cinema in the Iberian Peninsula, visual representations of war and conflict, and visual interpretations of social issues. [H, GM2]

Prerequisite: SPAN 211. Instructor: Stafford.

SPAN 316 - Visual Cultures of Latin America ()

This survey course offers a broad view into the visual cultures of Latin America, dealing with issues of creation of images, story-telling, consumption, and dissemination of visual

productions. Materials can include codex, painting, photography, prints, TV, and cinema. Latin American visual production will be studied will be studies vis-à-vis politics, religion, gender, sexual orientation, nationalism, and indigenous peoples. Time period, focused media, and region will vary upon the instructor.

Prerequisite: SPAN 211 or 215, equivalent proficiency, or permission of the instructor.. Instructor: Staff.

SPAN 317 - Visual Cultures of US Latinx ()

This course introduces students to US Latinx representations through film and TV in the United States Hispanic culture. This course will analyze the interaction between US Latinx communities and society, the linguistic dynamics between English and Spanish as a part of the family environment, among other topics. This course will explore also a critical approach to the US Latinx stereotypes in film and TV.

Prerequisite: SPAN 211 or SPAN 215. Instructor: Staff.

SPAN 318 - Survey of Spanish American Literature II ()

An introduction to the literature of Spanish America, from the early twentieth century to the present day. Among the issues addressed are the literature of social protest and reform, artistic experimentation in contemporary poetry and narrative fiction, and the rise of the novel in the second half of the twentieth century. Class/laboratory. [H]

Prerequisite: SPAN 211, equivalent proficiency, or permission of the instructor. Instructor: Quirós, Staff.

SPAN 320 - Creative Writing in Spanish ()

This is a creative writing course in Spanish. It will use creative writing to explore and deepen students' understanding of the Spanish language, Latin American literature, and the various stages of the writing process (prewriting, drafting, editing, revising). The course will use critical readings of different texts and genres (poetry, short stories, novels, crónicas) as models for student assignments and creative writing projects. The course will be divided into different sections, each with a different focus related to genre and specific writing goals. Students will choose one of the writing exercises/assignments in each section to develop, draft, and workshop for a grade. In total, they will produce four creative writing assignments during the semester. [GM2, W]

Prerequisite: SPAN 211. Instructor: Quirós.

SPAN 340 - Latin American Crime Fiction ()

This course will explore the influence of the crime fiction genre in contemporary Latin American literature. Students will develop an understanding for the varying ideological perspectives the genre offers in different cultural contexts, its influence on narrative form, as well as its possibilities for social critique.

Prerequisite: SPAN 211 or 215 and at least 2 courses from Foundations in Hispanophone Studies (SPAN 300-339). Instructor: Staff.

SPAN 341 - Topics in LGBTQ+ Literature and Cultures ()

An in-depth study of a literary theme, genre, author, or movement in the cultural context of Spanish America (US Latinx and Latin America) during the late nineteenth century through the present day. Topics are focused on LGBTQ+ studies and will analyze Film, Theater, Novels, Short Stories, and Poetry. [GM1, W]

Prerequisite: SPAN 211 or SPAN 215, or approval of instructor. Instructor: Gutierrez-Coto.

SPAN 342 - Latin American Youth Cultures ()

This course will explore contemporary youth productions and the representation of youth in the Latin American cultural field (literature, cinema and music). Focus will be placed on the importance of coming-of-age narratives, autofiction, and the relationship between politics and aesthetics. Students will develop an understanding for the ways in which youth subjects and subcultures interrogate ideas related to power, race, gender and social class.

Prerequisite: SPAN 211 or 215 and at least 2 courses from Foundations in Hispanophone Studies (SPAN 300-339). Instructor: Staff.

SPAN 343 - Images of Immigration in Spain ()

This course examines the history of migration to and from Spain during the twentieth and twenty-first centuries via its representation in literature, film, theater, photography, and popular media. We will approach Spain's dual history of emigration and immigration with a critical lens that reads the categories of "immigrant" and "Spaniard" as porous and historically fluid. [GM2, H]

Prerequisite: SPAN 211 or SPAN 215 and at least 2 courses from Foundations in Hispanophone Studies (SPAN 300-339) or the approval of the instructor.. Instructor: Staff.

SPAN 344 - Hispanic Caribbeans in NYC ()

This course examines several key features of the vibrant Hispanic Caribbean community and its continuing presence in New York City from the 19th Century to today. This diverse demographic is also an important facet of the ever-evolving Hispanic cultural identities of the wider United States. Course participants will explore the aesthetic dynamics of the U.S. Caribbean cultural products, practices and perspectives through the analysis of digital, textual and audiovisual narratives, food, dance, and music.

Prerequisite: SPAN 211 or SPAN 215 and at least 2 courses from Foundations in Hispanophone Studies (SPAN 300-339), or approval of instructor. Instructor: Staff.

SPAN 345 - Indigenous Philosophies and Cultural Productions ()

An interdisciplinary approach to the long-lasting resistance of indigenous peoples through the Americas. The course will study indigenous productions regarding subjects such as religion, gender, class, economy, and environmental sustainability during Colonial and/or Republican periods on literature, visual arts, cinema, and political theory. A special focus will be placed in the emergence of decolonial and anti-capitalist struggles led by indigenous intellectuals and theoreticians in our contemporary world.

Prerequisite: SPAN 211 or 215 and at least 2 courses from Foundations in Hispanophone Studies (SPAN 300-339). Instructor: Staff.

SPAN 346 - Introduction to Caribbean Studies ()

An interdisciplinary exploration of civilizations and cultures from the colonial period through the early 20th century as

reflected in it history, literature, peoples, politics, and arts. This course is an introduction to Hispanic Caribbean culture and literature. Class/laboratory. [W]

Prerequisite: SPAN 211 or SPAN 215 and at least 2 courses from Foundations in Hispanophone Studies (SPAN 300-339), or approval of instructor. Instructor: Staff.

SPAN 347 - Afro-descendent Writers in the Hispanic Caribbean ()

An in-depth study of literary themes, genres, authors, and/or movement in the cultural context of the Africana Diaspora in the Hispanic Caribbean from the late 18th century to the present day. Topics will include a focus on Afro-descendant writers and will analyze theater, novels, autobiography, and poetry. [H, W]

Prerequisite: At least 2 courses must be from Foundations in Hispanophone Studies (SPAN 300-339) to advance to Focused Themes of Inquiry of the Hispanophone World (SPAN 340-380), or approval of instructor. Instructor: Guttierez-Coto.

SPAN 348 - Don Quixote ()

Cervantes' masterpiece as it relates to today's reader, its impact on contemporary culture, and the stylistic innovations that make this novel a modern classic. (Formerly SPAN 425) [H]

Prerequisite: SPAN 211 or SPAN 215 and at least 2 courses from Foundations in Hispanophone Studies (SPAN 300-339), or permission of the instructor. Instructor: Donnell.

SPAN 349 - Introduction to Spanish Literature (pre-1700) ()

An introduction to the literature of Spain from the Middle Ages through the seventeenth century, from the story of the Cid through the myth of Don Juan. Class/laboratory. (Formerly SPAN 310) [H]

Prerequisite: SPAN 211 or SPAN 215 and at least 2 courses from Foundations in Hispanophone Studies (SPAN 300-339), or permission of the instructor. Instructor: Donnell.

SPAN 370 - Seminar on Translation ()

The course's aim is to introduce students to theoretical issues and the practical applications of translation. We will combine theory and practice to examine the full complexity of translation as both an art and a science. Specifically, we will work with the particular features of the translation process from English to Spanish and Spanish to English through a semester-long translation practicum. Among the issues to be considered are equivalence, decoding and recoding and untranslatability. [H, W]

Prerequisite: One 300-level course in Spanish or permission of the instructor. Instructor: Staff.

SPAN 421 - Seminar in the Literature and Culture of the New World ()

An in-depth study of the influence of colonial literature in both the formation of a Latin American identity and the development of contemporary writing. Texts by the explorers, missionaries, and conquistadores in the New World (including Columbus, Friar Bartolomé de las Casas, Hernán Cortés), and the subsequent generations of "American-born" writers (such as "The Inca" Garcilaso de la Vega). May be repeated for credit when topics vary. Class/laboratory. [H, W]

Prerequisite: SPAN 304 or SPAN 317, equivalent proficiency, or permission of the instructor. Instructor: Staff.

SPAN 428 - Seminar in Modern Spanish American Literature and Culture ()

An in-depth study of a literary theme, genre, author, or movement in the cultural context of Spanish America (US Latinx and Latin America) during the late nineteenth century through the present day. Topics are focused on LGBTQ+ studies and will analyze Film, Theater, Novels, Short Stories, and Poetry. May be repeated for credit when topics vary. Class/laboratory. [W]

Prerequisite: SPAN 304, SPAN 314, or SPAN 318, equivalent proficiency, or permission of the instructor. Instructor: Gutierrexz-Coto.

SPAN 435 - Research Seminar in Hispanic Literature and Civilization ()

Development of research skills and methodologies as applied to a specific topic in Hispanic studies: a literary theme, genre, author, or movement, and/or a cultural, historical, or political trend in Spain or Spanish America. Required of all majors in Spanish during the fall of their senior year. Only open to non-majors with permission of the instructor. [W]

Instructor: Staff.

SPAN 436 - Research Seminar in Hispanic Culture and Civilization ()

Development of research skills and methodologies as applied to a specific topic in Hispanic studies: a literary theme, genre, author, movement, and/or a cultural, historical, or political trend in Spain or Spanish America. Required of all majors in Spanish during the spring of their senior year. Only open to non-majors with permission of the instructor. [W]

Instructor: Staff.

SPAN 460 - Reading and Research in Spanish ()

Individual research under the guidance of a faculty mentor. Open only to qualified juniors and seniors. Hours arranged.

Prerequisite: Two 300-level literature or culture courses, and permission of the faculty mentor. Instructor: Staff.

SPAN 495-496 - Thesis in Spanish ()

Open only to majors in Spanish who are candidates for departmental honors. Tutorial sessions related to the student's research and essay project. Hours arranged. [One W credit only upon completion of both 495 and 496]

Prerequisite: Permission of the research instructor. Instructor: Staff.

THTR - THEATER

THTR 101 - Introduction to Theater ()

Through lectures, discussions, hands-on- experiences, master classes with visiting theater professionals, and performances outside of class, this course introduces students to significant texts, ideas, and crafts essential to the study of theater. Projects involve acting, directing, design, and theater

criticism; writing assignments familiarize students with the analytic tools and accepted vocabulary of theater scholarship. (Formerly THTR 107) [H]

Instructor: Staff.

THTR 102 - Basic Stagecraft: Introduction to Technical Theater ()

An introduction to the history, theory, and practice of technical theater, focusing upon stage management, construction, painting, rigging, and electrical practices. Laboratory sessions in the theater shop and backstage assignments ensure hands-on exposure to topics discussed in class. (Formerly THTR 221) [H]

Instructor: Staff.

THTR 108 - World Theater ()

A survey of plays from different eras and performance traditions in diverse cultures; introduces students to evaluating, discussing, and writing about theater from a global perspective. [GM2, H]

Instructor: Staff.

THTR 110 - World Theater I: Antiquity to the 19th Century (1)

This survey of theater history, design, performance, and texts will introduce students to evaluating, discussing, and writing about theater as a global and multicultural form. Students will analyze theatrical conventions over time and space, and will consider the influence of colonialism, racism, sexism, and ethnocentrism. This course covers World Theater from Antiquity through the 19th century. Not open to students who have credit for either THTR 108 or THTR 207. [GM2, H]

Instructor: Staff. Offered: Fall.

THTR 111 - World Theater II: 19th -21st Century Drama ()

Changes in staging, culture, history and politics were almost instantly reflected in the plays of the 19thto 21st centuries. This course examines the history, theory, and texts of plays produced from the age of melodrama through today's forms, examining how our theater reflects its time, place, and social tensions. Not open to students who have credit for either THTR 108 or THTR 207. [GM2, H]

Instructor: Staff. Offered: Spring.

THTR 120 - Theater Performance Practicum ()

Available to designated cast and crew members of a faculty-directed Theater Department production. May be repeated up to four times for credit.

Prerequisite: Permission of Department Head, 0.25 credit. Instructor: Staff.

THTR 121 - Theater Production Practicum ()

Available to designated crew and staff of a faculty-directed Theater Department production. 0.25 credits

Prerequisite: Permission of Department Head. Instructor: Staff.

THTR 122 - Theater Design Practicum ()

Available to designated crew and staff of a faculty-directed Theater Department production. (0.25 credits)

Prerequisite: Permission of Department Head. Instructor: Staff.

THTR 130 - Acting I ()

This workshop style course will introduce students to various fundamental techniques of acting and improvisation, with special emphasis on sensory awareness, observation, concentration, body movement and vocal development. Students will develop their imaginations and creative processes through performance situations involving improvisation, scene study and monologue work. Second semester seniors must have permission of the instructor to take the course. [H]

Instructor: Staff.

THTR 208 - Theater and Diversity ()

This course focuses on plays that address issues of gender, race, class and ethnicity through the medium of live theater. The course also will examine how cross-gender and cross-cultural casting (sometimes referred to as "color-blind" casting) affects theatrical reception and response. Workshops on Theater of the Oppressed and Undesirable Elements will provide students with opportunities to make theater based on diversity issues. [GM1, H, V, W]

Instructor: Westfall.

THTR 209 - Theater and Environment ()

This course focuses on art that addresses issues of environment, ecology, and the natural world through the medium of live theater. Topics will include: ethics, environmentalism, capitalism, ecological disasters, land use, climate change, genetic modification, and animal rights. We will also read articles on green theater, criticism and theory. Examining these issues in the context of performance allows us a ringside seat to some of the most important issues and debates of our time. [H, GM2, V, W]

Instructor: Westfall.

THTR 223 - Introduction to Design ()

Theatrical design is the practice of crafting staged environments. It is the careful consideration, combination, and implementation of strategies in visual art, stagecraft, and technology to affect a sense of feeling and place for a performance. This course engages with the foundational elements and principles of design and explores their varied applications to the many disciplines involved in theater making, including scenery, lighting, and costumes. [H,V]

Instructor: Salgado.

THTR 224 - Digital Design for Theater ()

Illustration is the act of using applied skills in composition to translate concepts into aesthetic communication. Deeply rooted in classical artistic tradition, today this evolution has progressed rapidly from the physical world into the digital one. This course will engage with some of the most commonly used platforms in digital design and explore their applications to composition creating in theatrical settings and beyond. [H, V, W]

Instructor: Salgado. Offered: Fall.

THTR 230 - Acting II ()

This workshop extends beyond basic action and training to offer a more in-depth study of the craft of acting. Students will utilize exercises, improvisation, and detailed script analysis as they build and develop characters. Students will perform in a range of scenes from modern American realism and from Ibsen, Strindberg, and Chekhov. [H]

Prerequisite: THTR 130 or permission of the instructor.. Instructor: Staff.

THTR 231 - Stage Management ()

Stage Managers run the show, from the initial meeting with design teams to the ultimate striking of the set. This course explores the concepts and techniques of stage management, concentrating on organization, communication, and leadership. We will also discuss script analysis, decision-making, and communication skills as well as the basic practices and protocols of mounting a professional theater production.

Instructor: Owens.

THTR 235 - Musical Theater ()

This study of musical theater combines a survey of the history and literature of this uniquely American art form with introductory training in its practice and performance techniques. Students will investigate the structure, terminology, practitioners, organization, and conventions of the musical while they explore its repertoire through either preparing scenes and songs for performance or doing dramaturgically based research for presentation. [H]

Prerequisite: THTR 101, THTR 130 or permission of the instructor. Instructor: Staff.

THTR 270-271 - Topics in Theater ()

A detailed study in either a workshop or classroom setting of a particular aspect of theatrical endeavor. Usually offered in conjunction with visiting artists or theater residencies.

Prerequisite: THTR 101 or permission of the instructor.. Instructor: Staff.

THTR 280 - Speaking Power ()

Certain phrases continue to ring in our ears long after their speakers have passed into history. This course will focus on the arts of persuasion, teaching you effective speaking strategies for life and for professions, including: analyzing effective speeches; writing and delivering persuasive rhetoric; building authority; mastering argument techniques; assessing journalistic, political, and cultural ethics used over history by candidates, lawyers, newscasters, spin-doctors, and commentators. [H, V, W]

Instructor: Staff.

THTR 285 - Lighting Design ()

In this course, students will have hands-on opportunities to engage with technologies and systems of control that enable the use of light as an artistic medium, develop language to communicate aesthetic concepts informed by dramaturgical analysis, and create their own instances of artful expression through light. These instances of artistic interpretation will challenge students to construct evaluative artistic responses to narrative concepts including, but not limited to, matters of ethical conduct, identity, and justice. [H, V]

Instructor: Salgado. Offered: Spring.

THTR 286 - Theater and Sports ()

In this course, students will explore the complex relationship between theater and sports, with a particular focus on plays and musicals which feature sports as their subject matter. Students will examine common sports tropes in entertainment, like driven underdogs, and will explore thorny ethical issues related to sports, including doping, cheating and sports betting. Students will also engage with complicated questions about how sports plays engage with gender, sexuality, race and disability. [H, V]

Instructor: Lodge. Offered: Spring.

THTR 312 - Plays in Performance ()

Through applying the methods of dramaturgy to reading and researching selected plays, students compare and examine performances of those plays in differently realized productions on stage, in film, and through adaptations in such genres as opera and dance. Special attention will be given to issues of interpretation, historicity, and conventions in various media. [GM1, W]

Prerequisite: THTR 101 or permission of the instructor. Instructor: Staff.

THTR 314 - Stage Direction ()

This course explores the director's art and responsibility in the theatrical process, including casting, rehearsal, and organizational procedures from script analysis to performance. Discussion and practice in the principles of composition, picturization, movement, and blocking, with attention to issues of style, concept, and stage spaces. Students direct scenes in laboratory and a short play for public performance.

Prerequisite: THTR 207 or permission of the instructor. Instructor: Staff.

THTR 330 - Acting III ()

This workshop offers advanced study of acting, with special emphasis on exploring and enacting the theatrical styles and performance conventions from a wide range of periods, genres, and cultures. Students will perform in projects drawn from diverse pieces in a variety of contrasting styles. Emphasis on particular styles is subject to change by semester. May be repeated for credit when offered with different emphasis.

Prerequisite: THTR 230 or instructor permission. Instructor: Staff.

THTR 335 - Theater for Young Audience ()

Students explore the practices of theater for young audiences and methodologies of theater in education through readings and research combined with a lab experience in which they either rehearse and perform or provide technical or design support for a play created for young audiences. Students develop educational materials for the production and lead post performance workshops with area school children who

attend the production. Rehearsal and performances are scheduled during required laboratory hours. [CBLR]

Instructor: Staff.

THTR 369 - Theater Artists in Focus ()

An in depth study of one or two theater artists, usually in conjunction with a College Theater production showcasing their work. The Theater artists selected vary from semester to semester, and the focus will be announced during the registration period; may be repeated when offered with a different focus. [W]

Prerequisite: THTR 207 or permission of the instructor. Instructor: Staff.

THTR 370-371 - Advanced Topics in Theater ()

Advanced study in either a workshop or classroom setting of a particular aspect of theatrical endeavor. May be repeated for credit when offered on different topics.

Prerequisite: A 200-level course in Theater or permission of the instructor. Instructor: Staff.

THTR 372 - Internship ()

Practical experience in a professional theater or theater organization. Written reports are required of the student, as is an evaluation of the student by the supervising agency. Although a student may take two theater internships, normally in the junior and senior years, only one may be counted toward the Theater major. Advance approval of the Director of Theater required.

Instructor: Staff.

THTR 375 - Making Theater ()

This course traces a production from page to stage, focusing on the dramaturgy for and preparation of a staged production. Students will examine the historical, cultural, and aesthetic context for the selected text, and will involve themselves in all aspects of the production -- design, directing, acting and writing.

Instructor: Staff.

THTR 390-391 - Independent Study ()

Tutorial study in theater practice, initiated by the student and pursued independently under the guidance of an instructor from whom the student has gained approval and acceptance. May be repeated for credit.

Prerequisite: THTR 101 or THTR 102, and permission of the instructor. Instructor: Staff.

THTR 400 - Senior Project ()

Under the guidance of theater faculty and normally during the senior year, the student will undertake an advanced project in one or more specialized areas of theater (e.g., acting, directing, design, criticism). The project will serve to assess the student's theater education and demonstrate the student's potential as a theater artist and/or practitioner.

Prerequisite: Advance approval of the Director of Theater. Instructor: Staff.

THTR 495-496 - Thesis ()

Tutorial sessions related to the student's investigation of the area chosen for his or her honors essay. Open only to candidates for honors in theater, who take THTR 495 instead of THTR 400. [One W credit only upon completionof both 495 and 496]

Prerequisite: THTR 207 and permission of the Department Head. Instructor: Staff.

WGS - Women's, Gender and Sexuality Studies

WGS 101 - Introduction to Women's, Gender and Sexuality Studies ()

This course introduces students to key concepts and methods commonly employed in the interdisciplinary field of Women's, Gender and Sexuality Studies. Attention is focused on how gender and sexuality -- together with race, ethnicity, class, religion, and other markers of identity - - shape institutions, culture, policy, and the lives and experiences of individuals. [GM1, SS]

Instructor: Staff.

WGS 140 - Visual, Textual, Sonic, Spectacle: Gender and Global Content Production ()

How do contemporary writers, musicians and visual artists from different geo-cultural realities portray gender in their works? Moreover, how do they engage social media and what role does it play in further shaping the content they produce? Through close reading, writing, and discussion, we will examine critically several selections of contemporary works from around the world and their social media presence to identify, analyze, and compare diverse conceptualizations of the gendered self. We will scaffold and reinforce our interpretation of selected music, texts and film with a variety of scholarly articles that examine these works and the themes they highlight from a variety of theoretical perspectives. [GM2]

Instructor: Geoffrion-Vinci. Offered: Fall.

WGS 204 - Gender and Environmentalism ()

This course merges key insights of environmental studies/activism, which focus on relationships between living beings and their environment, and feminism, which focuses on systemic, hierarchical power structures organized by gender difference. The course investigates questions of power and knowledge at the intersection of ideas about gender and the environment/nature. We explore forms of environmental activism(s) relative to gender and gender difference (particularly as intersecting with race, class, and sexuality), and reflect on popular attitudes toward environmental issues [GM1}

Instructor: Armstrong.

WGS 235 - Gender and the Economy ()

Across the globe, we observe different economic outcomes across gender that are both significant and persistent. This course takes an interdisciplinary perspective to study decisions that individuals make regarding marriage, children, education and employment. As part of our examination of

these choices and their consequences for economic well being, we will make comparisons of gender-related outcomes over time and across race and ethnic groups, and learn about government policies that have differential effects across gender. [GM1, SS]

Instructor: Averett.

WGS 240 - Transfeminisms ()

Transfeminism is an interdisciplinary, intersectional critical approach that engages with feminist, queer, and transgender theory. Transfeminism destabilized the notion of womanhood as a stable link between the female sex and feminine gender. It argues more broadly for putting the body back into feminism and focuses on intersectional feminist analysis. This course introduces the new and emerging tenets of this feminism, its current works and main authors.

Prerequisite: WGS 101 or permission of the instructor. Instructor: Armstrong, Bettray.

WGS 243 - Global Sexualities ()

This course explores how the movements of people across borders, whether for exploration, work, leisure, or war, shaped and reconfigured ideas about gender, sex, and sexuality during the modern period. Using an intersectional approach, it interrogates how shifting discourses about gender and sexuality worked to produce difference and hierarchies along the lines of race, class, nationality, and religion, and how they served to establish, legitimize, and maintain various regimes of power and their inherent inequalities. [GM1, GM2, W]

Instructor: Sequin.

WGS 245 - Queer Film Histories ()

This class will introduce students to histories of queer cinema from around the world and across a range of cinematic modes and practices: narrative, documentary, avant-garde, and activist video. Drawing upon key readings in queer and feminist cinema studies, we will examine how moving images represent and construct lgbtiqa+ identities, intervene in aesthetic practices and political movements, and deploy distinct cultural strategies and modes of address. Assignments will include informal and formal writing assignments and a final creative project. [H, GM1, GM2]

Prerequisite: FAMS 101, WGSS 101, or Permission of the Instructor. Cross-Listed as: FAMS 245. Instructor: Groo.

WGS 249 - Women in the US Criminal Justice System ()

This course engages students in critical analysis of the criminal justice system and of significant innovations and proposals for reform of policies, programs, and practices. This seminar will introduce the student to the history of women in prison, the profile of women prisoners, operational and security challenges for prison administrators, and a review of the special needs for rehabilitation among women prisoners. The service learning component of this seminar is an opportunity for a small group of students from Lafayette College and a group of residents of the Northampton County Correctional Facility (NCP) to exchange ideas and perceptions about crime and justice, the criminal justice system, corrections, and imprisonment. [GM1]

Instructor: Gilligan.

WGS 250 - Gender and STEM (Science, Tech, Engineering and Math) ()

This course examines how gender and gender identity-as well as race/ethnicity and sexual identity-intersect with STEM-related areas of inquiry. Using a variety of interdisciplinary perspectives, the course investigates how STEM fields both shape and are shaped by ideas about gender. Topics include feminist critiques of science, intersections of gender with technology design and use, gender and the built environment, and the relationship between gender and "doing" STEM work. [GM1]

Prerequisite: WGS 101 recommended. Instructor: Armstrong.

WGS 255 - Women Make Movies/Movies Make Women ()

This non-production course examines the work of women filmmakers and how women have historically been constructed (and not constructed) in cinema. We will examine issues of gender, spectatorship, sexuality, race, representation and authorship as they intersect with images of women such as savior, victim, femme fatale, mother and artist. [GM1, W]

Prerequisite: FAMS 101, WGS 101, or permission of instructor. Cross-Listed as: FAMS 255. Instructor: Sikand.

WGS 260 - Technologies of Violence ()

Violence is a central topic of study within the interdisciplinary field of Women's, Gender and Sexuality Studies. The objectives for this course emphasize how material, discursive and digital technologies enable violence across different sites, including the body, home, and within institutions. With a focus on how social identities -- including gender, sexuality and race -- intersect with technologies of violence, this course addresses the connections between intimate, state, and global violence, along with corresponding methods of resistance. [GM1]

Prerequisite: WGS 101 is recommended. Instructor: Cuomo.

WGS 261 - Masculinities ()

This course critically examines pervasive notions of masculinity, focusing especially on systemic, hierarchical power structures organized around gender difference. The course investigates widely held assumptions about masculinity and femininity, considers the powerful influence of hegemonic norms of masculinities, and explores various forms of resistance to and disruption of such norms. Our approach will be intersectional, as we examine the importance of race, class, and sexuality on the construction of multiple masculinities. [GM1]

Instructor: Donnell, Gilligan.

WGS 262 - Women, Gender, and Work in the Americas ()

What is work? Who does it and in what capacity? And how does gender influence ideas about and practices of women's and men's labor? In this course we will analyze these questions in specific contexts across the Americas from Argentina to the United States. We will study women's productive and reproductive labor from an intersectional perspective that take into account not only gender but also class, race, ethnicity, sexuality, life stage, and migration status. [SS, GM1, GM2]

Instructor: Pite.

WGS 270-279 - Special Topics ()

These interdisciplinary courses explore issues of special interest to WGS faculty and students.

Instructor: Staff.

WGS 280 - Feminist Theory ()

Feminist Theory explores the various interdisciplinary intellectual traditions that structure ideas about gender/gender identity and sexuality/sexual identity. This course considers how social, historical, and ideological forces, organized by the intertwined concepts of gender and sexuality, shape different feminist traditions (both intellectual and activist). Special attention will be paid to how race/ethnicity, transnational issues, and class factors determine and are determined by different formulations for feminist thought and action. [GM1, H]

Instructor: Armstrong.

WGS 285 - Feminist Research Design ()

This interdisciplinary course begins from the question, “What is feminist research?” It explores how intersectional feminist thought shapes the research questions we ask, the methods we use, our
relationships with research participants, and how to design research projects that lead to social change. This course will operate on two interrelated dimensions, focusing on: 1) the conceptual
frameworks underlying different approaches to feminist research, and 2) the practical techniques for designing and conducting interdisciplinary feminist projects. [GM1, W]

Prerequisite: WGS 101, or two other WGS courses, or permission of instructor. Instructor: Cuomo.

WGS 320 - Black Feminisms ()

This seminar addresses the theoretical contributions of "Black" (Continental, Diasporan, and American African) feminists working from a variety of disciplinary perspectives. Viewing "Black" women as producers of knowledge and as transforming agents, we will outline principles and practices of "Black" Feminisms. We also will examine the interrelationship among life, theory, and praxis, as well as the various ways in which these three are imagined and realized by "Black" feminist writers. [GM1]

Prerequisite: WGS 101 or two cross-listed courses or permission of the WGS Program Chair. Cross-Listed as: AFS 320. Instructor: Staff.

WGS 330 - Queer Theory ()

Queer theory is an interdisciplinary critical approach that expands on feminist theory and LGBTQ studies. Queer theory rejects stable identities based on gender and sexuality, critiquing the intertwined symbolic and institutional systems of power and violence through which some identities are validated and others are stigmatized. This course introduces the foundational authors and texts of queer theory. It then addresses recent works that develop various elements of queer theory's critiques of power, normativity and assimilation. [GM1]

Prerequisite: WGS 240 or 280 or permission of instructor. Instructor: Armstrong.

WGS 340 - Sexuality Studies ()

This course examines the various cultural and social regimes that create and organize ideas about sexuality, addresses the "invention" of homo/heterosexuality, and examines the social, legal, representational, and political systems that define sexual (ab)normality. Topics include contemporary issues of sexual orientation, sexuality in relation to gender, race and class, pornography, intersex issues, drag, and Queer culture. [GM1]

Prerequisite: At least one WGS course or WGS elective, or permission of instructor. Instructor: Armstrong.

WGS 350 - Intersectional Feminist Activisms ()

This course examines contemporary forms of feminist activism that center the politics of gender and sexuality within broader US-based social, economic, and political movements. The course will introduce students to a variety of activist approaches, including community organizing, activist philanthropy, art as activism and direct actions. Consistent with the interdisciplinary commitment of WGSS to putting theory into practice, students will organize an activist event to understand the role that collective action plays in social change. [GM1]

Prerequisite: Any 100 or 200 level WGS course. Instructor: Cuomo.

WGS 353 - Single Motherhood (Community-Based Learning Course) ()

This course examines the cultural ideologies, institutions, and public policies that affect single women's experience of motherhood, with particular attention to the challenges faced by teenage and low-income single mothers. This is a community-based learning and research seminar; outside of class time, students will interact regularly with local teen moms, families living in transitional housing shelters, and/or non-profit agencies that support these women and their children-then engage in collaborative research or activist projects designed to support these members of the Easton community. [GM1]

Prerequisite: At least one WGS course or WGS elective, or permission of instructor. Instructor: Byrd.

WGS 370-379 - Special Topics Seminar in Women's and Gender Studies ()

These advanced interdisciplinary seminars explore issues of special interest to WGS faculty and students.

Instructor: Staff.

WGS 380 - Internship in Women's and Gender Studies ()

This course gives students the opportunity to apply scholarship in the field of feminist and gender studies to complex problems in the local community. Students work 8-10 hours at their placement (newspapers, hospitals, teen centers, shelters, etc.) regularly submit reflective journals to the supervising WGS faculty member, and write a final paper in which they analyze and assess the semester's work.

Prerequisite: Two WGS or cross-listed courses or permission of the WGS Program Chair. Instructor: Staff.

WGS 390-391 - Independent Study in Women's and Gender Studies ()

This course provides an opportunity for students to explore a topic in depth through the lens of feminist and gender theory. The student meets regularly with the supervising WGS faculty member to select and discuss relevant readings and to design an ambitious research project, generally one that culminates in a carefully researched paper.

Prerequisite: Two WGS or cross-listed courses or permission of the WGS Program Chair. Instructor: Staff.

WGS 495-496 - Thesis ()

Guided by faculty affiliated with Women's and Gender Studies Program, the student writes a thesis in a specialized aspect of the interdiscipline. If the student's project is deemed to be of sufficient quality at the end of the first semester (WGS 495), the student may complete honors in WGS (WGS 496) in the second semester. [One W credit only upon completion of both 495 and 496]

Prerequisite: Open to qualified students by permission of program chair. Instructor: Staff.

The Board of Trustees 2024-2025

(Trustee elections occur in May)

JAMES L. BENJAMIN '84, Co-Founder, Breakthru Psychiatric Solutions, Atlanta, Ga.

KIMBERLY W. BENSTON, Professor of English (Former President), Haverford College, Haverford, Pa.

CHARLES V. BERGH '79, Retired President and Chief Executive Officer, Levi Strauss & Co., San Francisco, Ca.

JAMES R. BIRLE JR. '83, Senior Advisor, Evercore, New York, N.Y.

LINDA ASSANTE CARRASCO '90, Chief Investment Officer, Uplifting Capital, San Rafael, CA 94901

HARRY S. CHERKEN JR., ESQ. '71, Retired Partner, Faegre Drinker Biddle & Reath LLP, Philadelphia, Pa.

SEBASTIAN J. CRAPANZANO `97, Managing Director, Global Head of Fixed Income Risk, Morgan Stanley, New York, N.Y.

TANUJA MAJUMDAR DEHNE `93, Independent Director, Princeton Junction, N.J.

LANETA J. DORFLINGER `75, Distinguished Scientist and Director, Contraceptive Research, Development and Introduction, FHI 360, Durham, N.C.

JONATHAN S. ELLIS '98, Director of Research and Portfolio Manager, Axiom Investors, Greenwich, CT

ANTONIO F. FERNANDEZ '81, President, AFF Advisors, Ridgefield, CT

SUSAN L. FOX '88, (Vice Chair, Board of Trustees) Senior Vice President, Head of U.S. Government Relations, The Walt Disney Company, Washington D.C.

JOHN A. FRY '82, President, Drexel University, Philadelphia, Pa.

KIRSTI WELLS GOODWIN '96, Managing Director, Tower 3 Investments LLC, Richmond VA

MICHAEL C. HEANEY '86, Chairman, Deutsche Bank USA, New York, N.Y.

LEO A. HELMERS '87, Co-Founder, Mereo Capital Partners, LLC, Conshohocken, PA

NICOLE FARMER HURD, President, Lafayette College, Easton. Pa.

HAROLD N. KAMINE '78, Chairman and Founder, KDC, Bedminster, N.J.

JEFFERSON W. KIRBY '84, Managing Member, Broadfield Capital, Morristown, N.J.

CLAUDINE D. LILIEN '90, Consultant, Sponsorship Sales, Vice Media, New York, N.Y.

JUDSON C. LINVILLE '79, Senior Advisor, General Atlantic, New York, N.Y.

KAMAKA R. MARTIN '04, Senior Vice President, US Managed Services, Consilio LLC, San Francisco, CA

D. CHRISTIAN MCCUMBER '89, (Secretary, Board of Trustees) Former President, Blumhouse Productions and NBC Universal Entertainment Networks, Los Angeles, CA

ANGEL L. MENDEZ '82, Chairman, Levadata, Inc., Rancho Santa Fe, CA/Chicago, IL

QUINCY L. MILLER '97, Vice Chair, President and COO, Eastern Bank, Boston, MA

PAMELA S. PASSMAN '83, Chair, Corporate Advisory and Managing Director of New York, APCO Worldwide, New York, N.Y.

J.B. REILLY '83, President, City Center Group, Allentown, Pa.

JOSE A. RODRIGUEZ '84, Senior Managing Director, Head of Fixed Income Strategy, Nuveen Asset Management, Minneapolis, MN.

PETER S. RUGGIERO P`20 `25, President and Chief Executive Officer, Crayola LLC, Easton, Pa.

JOHN C. SANTOS, JR. `87, Principal, Brown Brothers Harriman & Co., New York, NY

ROBERT E. SELL '84, (Chair, Board of Trustees), Retired, Group Chief Executive, Communications, Media and Technology, Accenture

WILLIAM H. SPENCE P`11, Retired Chairman and CEO, PPL Corporation, Allentown, Pa.

WYNNE A. WHITMAN, ESQ. '86, Counsel, Schenck Price Smith & King LLP, Florham Park, N.J.

ALVIN M. YEARWOOD '83, Acting Justice, New York State Supreme Court, Bronx, N.Y.

TRUSTEES EMERITI 2024-2025

EDWARD W. AHART, ESQ. '69, Schenck, Price, Smith & King, LLP, Florham Park, N.J.

CARL G. ANDERSON JR. '67, Partner, Cannondale Partners, LLC, Sinking Spring, Pa.

NANCY BRENNAN '74, Retired, Senior Vice President, Marketing, Altria Client Services Inc., Richmond, Va.

SUSAN B. CARRAS '76, Senior Managing Director, JLL Capital Markets, Washington, D.C.

WILLIAM C. CASSEBAUM, ESQ. '53, Attorney, Retired President, Cassebaum, McFall, Layman & Jordan, P.C., Bangor, Pa.

SAMUEL R. CHAPIN '79, Senior Advisor to Rockefeller Capital Management and Retired, Executive Vice Chairman, Bank of America Merrill Lynch, New York, N.Y.

JOSEPH T. COX ’68, Retired, Head of Upper School, La Jolla Country Day School, La Jolla, Ca.

DAVID W. ELLIS, President Emeritus, Lafayette College; President Emeritus, Museum of Science, Boston, Mass.

JEFFREY P. FEATHER ’65, Retired Vice Chairman of the Board, National Penn Bancshares, Inc., Boyertown, Pa.

JAMES R. FISHER ’77, Senior Investment Professional, PPC Enterprises LLC, New York, N.Y.

NEIL J. GAGNON, Gagnon Securities, New York, N.Y.

ALAN R. GRIFFITH ’64, Retired Vice-Chairman, The Bank of New York, New York, N.Y.

ROGER B. HANSEN ’65, Chairman, Ole Hansen & Sons, Inc., Cologne, N.J.

GEORGE M. JENKINS ’74, President, Merritt Capital Inc., St. Davids, Pa.

NANCY J. KUENSTNER ’75, Partner, Saddle Shoe Partners, New York, N.Y.

BARBARA LEVY ’77, Former Executive Vice President, Merchandising, Ross Stores, Inc., New York, N.Y.

ELISABETH H. MACDONALD ’81, Former Managing Director, Global Investment Banking, Chase Securities Inc., New York, N.Y.

BRUCE MAGGIN ’65, Principal, The H.A.M. Media Group LLC, Chappaqua, N.Y.

DOUGLAS R. MARVIN, ESQ. ’69, Partner, Williams & Connolly, Washington, D.C.

THOMAS F. MCGRAIL ’55, Retired President, General Products Group, ICI Americas, Inc., Wilmington, Del.

DONALD E. MOREL JR. ’79, Retired, Chairman and Chief Executive Officer, West Pharmaceutical Services, Inc., Exton, Pa.

MICHAEL H. MOSKOW ’59, Vice Chairman and Senior Fellow on the Global Economy, The Chicago Council on Global Affairs, Chicago, Il.

THOMAS J. NEFF ’59, Chairman, Spencer Stuart U.S., New York, N.Y.

WAYNE NORDBERG ’60, Chairman, Hollow Brook Associates LLC, Katonah, N.Y

ALAN D. PESKY ’56, Chairman, A. D. Pesky Co., Ketchum, Idaho

STEPHEN D. PRYOR ’71, Retired, President, ExxonMobil Chemical Company, Houston, Texas

JOAN W. RHAME, Vice President and Board Member, Superior Pine Products Co., Inc., Fairfield, Conn.

KENT ROCKWELL ’66, Chairman and CEO, Rockwell Holdings Inc., Pittsburgh, Pa.

GEORGE F. RUBIN ’64, P’88, ’92, Retired Vice Chairman, Pennsylvania Real Estate Investment Trust, Philadelphia, Pa.

WILLIAM P. RUTLEDGE ’63, Former Chairman & Chief Executive Officer, Teledyne, Inc., Los Angeles, Calif.

WALTER A. SCOTT ’59, Chairman, Assured Guaranty Ltd., Hamilton, Bermuda

J. PETER SIMON ’75, Managing Partner, Simon Quick Advisors, Morristown, N.J.

RILEY K. TEMPLE, ESQ. ’71, Temple Strategies, Washington, D.C.

SYLVIA DANIELS WEAVER ’75, President, Sensei Leadership Development, Charlotte, N.C.

MARK B. WEISBURGER ’55, Retired Secretary, B. & D.A. Weisburger, Inc., White Plains, N.Y.

DANIEL H. WEISS, President Emeritus of Lafayette College; Homewood Professor of the Humanities; Johns Hopkins; Baltimore, MD

Faculty

(as of academic year 2024-2025)

AFRICANA STUDIES

Wendy Wilson-Fall 2012
B.F.A. (Howard), M.A. (Ahmadu Bello University), Ph.D. (Howard)
Associate Professor and Chair of Africana Studies Program

Rogers Egbe Orock 2024

B.A. (University of Buea, Cameroon), M.S. (University of Helsinki, Finland), M.A. (Paris School of International Affairs), Ph.D. (Aarhus University, Denmark)
Assistant Professor

Aaron Pride 2021

B.A., M.A. (Miami University Oxford, Ohio), Ph.D. (Kent State)
Assistant Professor

ANTHROPOLOGY AND SOCIOLOGY

William C. Bissell 2002
B.A. (Columbia), M.A., Ph.D. (University of Chicago)
Professor

Rebecca J. Kissane 2004
B.A. (Villanova), M.A., Ph.D. (Pennsylvania)
Professor

Caroline W. Lee 2006
B.A. (Vassar), M.A., Ph.D. (California-San Diego)
Professor and Head of the Department

Howard G. Schneiderman 1973
B.A. (City College of New York), M.A., Ph.D. (Pennsylvania)
Professor

David H.P. Shulman 1997
B.A. (Clark), M.A. (Boston), Ph.D. (Northwestern)
David M. '70 and Linda Roth Professor of Sociology

Andrea L. Smith 1999
B.A. (Wesleyan), M.A., Ph.D. (University of Arizona)
Professor

Monica Salas Landa 2016
B.A. (Universidad de las Americas), M.A., Ph.D. (Cornell)
Associate Professor

Carlos Daniel Tavares 2018
B.A. (Eastern Nazarene College), M.A. (Lehigh), M.A. (Notre Dame), Ph.D. (Duke)
Associate Professor

Rui Jie Peng 2022
B.A. (Tsinghua University), M.A., Ph.D. (University of Texas)
Assistant Professor

ART

Ingrid M. Furniss 2009
B.A. (University of Puget Sound), M.A. (Washington University), M.A., Ph.D. (Princeton)
Professor of Art History, Dean of Faculty

Ida Sinković 1994
B.A. (University of Belgrade), M.A. (Southern Methodist), M.F.A., Ph.D. (Princeton)
Arthur J. '55 and Barbara S. Rothkopf Professor of Art History

Nestor A. Gil 2011
B.A. (New College of Florida), M.F.A. (UNC Chapel Hill)
Associate Professor

Karina A. Skvirsky 2006
B.A. (Oberlin), M.F.A. (Indiana)
Professor, Head of the Department

Pedro Barbeito 2017
B.A. (Brandeis), M.F.A. (Yale)
Assistant Professor

Eric Hupe 2019
B.A. (Fordham), M.A. (Washington University-St. Louis), Ph.D. (Virginia)
Assistant Professor

Sunmi You, 2023
B.F.A. (College for Creative Studies), M.A. (Wayne State, Michigan)
Assistant Professor

ASIAN STUDIES

Seo-Hyun Park 2009
B.A., M.A. (Yonsei University), Ph.D. (Cornell)
Professor and Chair of Asian Studies Program

Il Hyun Cho 2013
B.A. (Chung-Ang University), M. International Studies (Yonsei University), MA, Ph.D. (Cornell)
Associate Professor

BIOLOGY

Michael W. Butler 2012

B.A. (Bowdoin), M.S. (Boise State), Ph.D. (Arizona State)
Professor and Head of the Department

Laurie F. Caslake 1999
B.S. (Arizona State), M.S., Ph.D. (Pennsylvania State)
Gideon R., Jr. and Alice L. Kreider Professor of Biology

Robert A. Kurt 2000
B.S. (Bowling Green), Ph.D. (University of Arizona)
Gideon R., Jr. and Alice L. Kreider Professor of Biology

Elaine R. Reynolds 1997
B.S. (Pennsylvania State), Ph.D. (Carnegie Mellon)
Professor

Megan B. Rothenberger 2009
B.A. (Lafayette), Ph.D. (North Carolina State-Raleigh)
Professor and Chair of Environmental Science and Studies Programs; Peter C.S. d'Aubermont, M.D. Scholar of Health and Life Sciences

James R. Dearworth, Jr. 2004
B.S. (Michigan), Ph.D. (Delaware)
Associate Professor

Eric S. Ho 2013
B.S. (National University of Singapore), M.S. (The HK University of Science and Technology), Ph.D. (Rutgers)
Associate Professor

Manuel D. Ospina-Giraldo 2006
B.S., M.S. (Universidad del Valle), Ph.D. (Pennsylvania State University)
Associate Professor

Nancy M. Waters 1985
B.S. (St. Francis), Ph.D. (Notre Dame)
Associate Professor

Casey Schmidt 2024
B.S. (Westminster College), Ph.D. (University of North Carolina, Chapel Hill)
Assistant Professor

Ezra Lencer 2022
B.A. (Reed College), Ph.D. (Cornell)
Assistant Professor

Per Billy Daniel Stroembom 2019
B.Sc., M.Sc. (Luleå University of Technology), Ph.D. (Uppsala University)
Assistant Professor

Katherine I. Farley-Barnes 2024
B.S. (Westminster College), Ph.D. (Yale)
Lecturer

CHEMICAL AND BIOMOLECULAR ENGINEERING

Lauren S. Anderson 2009
B.S. (Lafayette), Ph.D. (University of Virginia)
Professor, James T. Marcus '50 Scholar of Chemical and Biomolecular Engineering, and Director of the Engineering Division

James P. Schaffer 1990
B.S.E., M.S., Ph.D. (Duke)
Professor and Associate Director of Institutional Research

Christopher R. Anderson 2012
B.S. (Bucknell), M.S., Ph.D. (University of Virginia)
Associate Professor

Melissa B. Gordon 2016
B.S. (Lafayette), Ph.D. (University of Delaware)
Associate Professor

Michael J. Senra 2011
B.S. (Cornell), M.S., Ph.D. (Michigan)
Associate Professor and Chair of B.S. Engineering and A.B. International Studies Programs

Lindsay Soh 2013
B.S. (California, Berkeley), M.S., M.Phil. (Yale)
Associate Professor and Kate and Walter A. Scott '59 Scholar in Engineering, and Head of the Department

Ryan M. Van Horn 2018
B.S. (Lafayette), Ph.D. (University of Akron)
Associate Professor

Joseph Lai-man Woo 2015
B.S., M.S., Ph.D. (Columbia)
Associate Professor

Anukriti Shrestha 2024
B.S. (Washington and Lee), Ph.D. (University of Virginia)
Assistant Professor

Jennifer Rao 2024
B.S. (Carnegie Mellon), M.S. (Johns Hopkins), Ph.D. (Lehigh)
Instructor

CHEMISTRY

Justin K. Hines 2011
B.S., Ph.D. (Iowa State)
Professor and David M. '70 and Linda Roth Professor of Chemistry

H. David Husic 1986
B.S. (Pennsylvania State), Ph.D. (Michigan State)
John D. & Frances H. Larkin Professor of Chemistry

Chip Nataro 2001
B.S. (Messiah College), Ph.D. (Iowa State)
Marshall R. Metzgar Professor of Chemistry and Head of the Department

Michael A. Bertucci 2021
B.S. (Stevens Institute of Technology), Ph.D. (North Carolina)
Associate Professor

Melissa M. Galloway 2014
B.S. (Linfield College), M.S., Ph.D. (Wisconsin-Madison)
Associate Professor

Daniel R. Griffith 2016
B.A. (Hamilton), M.A., M.Phil., Ph.D. (Columbia)
Associate Professor

Kenneth O. Haug 1997
B.A., Ph.D. (Minnesota)
Associate Professor

Kristen E. DeMeester, 2023
B.S. (College of New Jersey), Ph.D. (University of Delaware)
Assistant Professor

Heidi P. Hendrickson 2017
B.Sc. (Hillsdale College), M.Sc., Ph.D. (Michigan)
Assistant Professor

Arielle Mensch 2020
B.S. (Saint John Fisher), Ph.D. (Wisconsin-Madison)
Assistant Professor

Rebecca Miller 2023
B.S. (Shippensburg), Ph.D. (Duke)
Lecturer

CIVIL AND ENVIRONMENTAL ENGINEERING

David Brandes 1999
B.S. (University of Maryland), M.S. (Clemson), Ph.D. (Pennsylvania State)
Professor and The Air Products/Seifollah Ghasemi Chair in Engineering for Interdisciplinary Teaching, Chair of Integrative Engineering Program

Arthur D. Kney 1999
B.A. (St. Francis College), B.S. (University of Massachusetts-Dartmouth), M.S., Ph.D. (Lehigh)
Professor and Director of the Landis Center for Community Engagement, P.E. (Pennsylvania)

Mary J.S. Roth 1991
B.S. (Lafayette), M.S. (Cornell), Ph.D. (Maine)
Simon Cameron Long Professor, P.E. (Maine and Pennsylvania)

Stephen J. Kurtz 2002
B.A., B.S., M.S., Ph.D. (Rutgers)
Associate Professor, P.E. (Pennsylvania)

David M. Mante 2017
B.S. (Bucknell), M.S., Ph.D. (Auburn)
Associate Professor

Michael P. McGuire 2013
B.S. (Pennsylvania), M.S., Ph.D. (Virginia Tech), Ph.D. (Lehigh)
Associate Professor and Head of the Department, P.E. (Virginia)

Kristen L. Sanford 2001
B.S.E. (Duke University), M.S., Ph.D. (Carnegie Mellon)
Associate Professor

Robert Elliott 2024
B.S. (Lafayette), M.S., Ph.D. (Columbia)
Assistant Professor, Construction and Project Management

Nancy Ingabire Abayo 2024
B.A., B.S. (Bucknell), M.Eng., Ph.D. (North Carolina State University)
Assistant Professor

Christa Kelleher 2022
B.S. (Lafayette), M.S., Ph.D. (Pennsylvania State)
Assistant Professor

COMPUTER SCIENCE

Ge Xia 2005
B.S. (Tongji), M.S., Ph.D. (Texas A&M)
Professor and Head of the Department

Jeffrey O. Pfaffmann 2003
B.A.A. (Central Michigan University), Ph.D. (Wayne State University)
Associate Professor

Jia Tao 2017
B.E. (Zhejiang University), M.S., Ph.D. (Iowa State)
Associate Professor and Assistant Head of the Department (Spring)

Lauren Biernacki 2023
B.S.E. (University of Connecticut), M.S.E, Ph.D. (University of Michigan)
Assistant Professor (Electrical and Computer Engineering, Computer Science)

Christian Lopez Bencosme 2019
B.S. (Pontificia Universidad Católica Madre y Maestra), M.S. (Rochester Institute of Technology), Ph.D. (Pennsylvania State)
Assistant Professor

Sofia Serrano 2024
B.A. (Carleton College), Ph.D. (University of Washington)
Assistant Professor

Jorge Silveyra 2024
B.A. (Universidad Autonoma del Estado de Mexico), M.S., Ph.D. (University of North Texas)
Assistant Professor

Justin Smith 2019
B.A. (Hamilton College), M.S., Ph.D. (North Carolina)
Assistant Professor

Jonathan Dahl 2023
B.S. (University of Maryland), M.A., Ph.D. (Johns Hopkins)
Lecturer

ECONOMICS

Susan L. Averett 1991
B.S. (Colorado State), M.A., Ph.D. (Colorado)
Charles A. Dana Professor of Economics

W. Mark Crain 2004
B.S. (Houston), Ph.D. (Texas A&M)
William E. Simon Professor of Political Economy and Chair of Policy Studies Program

James M. DeVault 1989
B.A. (Rhode Island), M.A., Ph.D. (Wisconsin)
Professor

S. Abu Turab Rizvi 2015
A.B. (Vassar), M.A., Ph.D. (New School)
Professor

Julie K. Smith 2005
B.A. (Smith), M.A., Ph.D. (Johns Hopkins)
Frank Lee and Edna M. Smith Professor of Economics, and Assistant Head of the Department

David C. Stifel 2003
B.A. (Colgate), M.A. (Johns Hopkins), M.A., Ph.D. (Cornell)
Charles A. Dana Professor of Economics and Head of the Department

Steven Swidler 2018
B.A. (Oberlin), M.A., Ph.D. (Brown)
Walter E. Hanson/KPMG Peat Marwick Professor of Business and Finance

Joaquín Gómez-Miñambres 2017
B.Sc. (Salamanca), M.Sc., Ph.D. (University Carlos III - Madrid)
Associate Professor

Amy Y. Guisinger 2016
B.A. (Boston), M.A., Ph.D. (George Washington)
Associate Professor

Gladstone A. Hutchinson 1992
B.A. (SUNY-Oneonta), M.A., Ph.D. (Clark)
Associate Professor

Michael A. Kelly 2005
A.B. (Harvard) M.A., Ph.D. (Cornell)
Associate Professor

Matthew F. Larsen 2015
B.A. (California-San Diego) M.A., Ph.D. (California-Davis)
Associate Professor

Hongxing Liu 2017
B.A. (Ocean University), M.S., Ph.D. (Ohio State)
Associate Professor; Acting Head of the Environmental Science and Studies Program (Spring)

Olena Ogrokhina 2013
B.A. (NOVI University), BA (KROK University), M.A. (University of Kyiv), Ph.D. (University of Houston)
Associate Professor

Christopher S. Ruebeck 2000
B.S.E.E. (Purdue), M.S.E. (Stanford), M.A., Ph.D. (Johns Hopkins)
Associate Professor

Adam I. Biener 2018
B.A. (Ramapo), Ph.D. (Lehigh)
Assistant Professor

Michael Carter, 2024
B.A. (Notre Dame), M.S. (Northwestern), M.A., Ph.D. (The Ohio State University)
Assistant Professor

Sayorn Chin 2023
B.A. (Colorado College), M.A., Ph.D. (Colorado State University)
Assistant Professor

Yang Jie 2024
B.A. (Northwestern), M.S. (University of Texas), M.S. (Southern Methodist), Ph.D. (University of Utah)
Assistant Professor

Michael DePaul 2024
A.B. (Lafayette), J.D. (University of Pittsburgh)
Lecturer

Ute Schumacher 2023
M.A., Ph.D. (Clark University)
Lecturer

ELECTRICAL AND COMPUTER ENGINEERING

Ismail I. Jouny 1990
B.S. (Beirut), M.S., Ph.D. (Ohio State)
Professor, Charles A. Dana Professor of Electrical and Computer Engineering and Head of the Department

Todd A. Wey 2004
B.S.E.E. (Rose-Hulman), M.S.E.E. (Texas-Dallas), Ph.D. (Purdue)
Associate Professor

Yih-Choung Yu 2001
B.S. (Chinese Culture University), M.S. (SUNY-Binghamton), Ph.D. (Pittsburgh)
Associate Professor, Acting Head (Spring)

Lauren Biernacki 2023
B.S.E. (University of Connecticut), M.S.E, Ph.D. (University of Michigan)
Assistant Professor (Electrical and Computer Engineering, Computer Science)

Priyank Kalgaonkar *2024*
B.S. (University of Toledo), M.S., Ph.D. (Purdue)
Assistant Professor

Anusree Mandali 2023
B.T. (Jawaharlal Nehru Technology Univ.), M.S., Ph.D. (Cleveland State Univ.)
Assistant Professor

Sally Sajadian 2019
B.S., M.S. (Perdue), Ph.D. (Kansas)
Assistant Professor

ENGINEERING STUDIES

Benjamin R. Cohen 2011
B.A., B.S., M.S., Ph.D. (Virginia Tech)
Professor and Chair of Engineering Studies Program

Julia F. Nicodemus 2012
B.S. (Grinnell), M.S. (CUNY-Brooklyn), M.S., Ph.D. (Minnesota)
Associate Professor

Sarah Appelhans 2023
B.S. (Kansas State), M.A., Ph.D. (University of Albany)
Assistant Professor

ENGLISH

Mary A. Armstrong 2009
B.A. (Holy Cross), M.A., Ph.D. (Duke)
Charles A. Dana Professor of Women's, Gender and Sexuality Studies and English; Chair of Women's, Gender and Sexuality Studies Program

Steven W. Belletto 2016
B.A. (Sonoma State), M.A., Ph.D. (Wisconsin-Madison)
Professor

Paul A. Cefalu 1998
B.A. (Johns Hopkins), M.A., Ph.D. (Chicago)
Frank Lee and Edna M. Smith Professor of English, and Head of the Department

Laura E. McGrane 2024
B.A. (College of Saint Benedict), B.A./M.Sc. (University of Oxford), Ph.D. (Stanford)
Provost, Professor

Christopher N. Phillips 2007
B.A. (Westmont), M.A., Ph.D. (Stanford)
Professor

Carrie L. Rohman 2008
B.A. (Dayton), M.A., Ph.D. (Indiana)
Professor

Bianca M. Falbo 1998
B.A. (Swarthmore), M.A., Ph.D. (Pittsburgh)
Associate Professor, Director of First-Year Seminar Program and Acting Director of the College Writing Program

Megan Fernandes 2015
B.A. (Delaware), M.A. (California-Santa Barbara), M.F.A. (Boston), Ph.D. (California-Santa Barbara)
Associate Professor and Writer-in-Residence

Timothy P. Laquintano 2010
B.A. (Pittsburgh), M.A. (Rutgers), Ph.D. (Wisconsin-Madison)
Dean of Arts, Humanities & Interdisciplinary Programs, Associate Professor

Walter Wadiak *2016*
A.B. (Illinois Wesleyan), M.A., Ph.D. (California-Irvine)
Associate Professor

Mikael Awake 2019
B.A. (Columbia), M.F.A. (Syracuse)
Assistant Professor

Lindsay Brown 2024
B.A. (Hunter), M.A., Ph.D. (Princeton)
Assistant Professor

Jennifer Gilmore 2019
B.A. (Brandeis), M.F.A. (Cornell)
Assistant Professor

Gabrielle I. Kelenyi 2023
B.A. (Pomona College), M.A. (Relay Graduate School of Education), Ph.D. (University of Wisconsin)
Assistant Professor, Acting Assistant Director of the College Writing Program

Kathleen Parrish 2023
B.A. (University of Dayton), M.S. (Columbia), M.F.A. (Goucher)
Lecturer

Andrew Uzendowski 2024
B.A. (University of Minnesota), M.A., Ph.D. (University of Texas, Austin)
Lecturer

ENVIRONMENTAL STUDIES

Megan B. Rothenberger 2009
B.A. (Lafayette), Ph.D. (North Carolina State-Raleigh)
Professor and Chair of Environmental Science and Studies Programs; Professor of Biology; Peter C.S. d'Aubermont, M.D. Scholar of Health and Life Sciences

Kyle Keeler 2023
B.S. (Youngstown State), M.A. (Kent State), Ph.D. (University of Oregon)
Assistant Professor

Hongxing Liu *2017*
B.A. (Ocean University), M.S., Ph.D. (Ohio State)
Associate Professor of Economics; Acting Head of the Environmental Science and Studies Program (Spring)

Ernest Nkansah-Dwamena 2022
B.S. (Kwame Nkrumah University of Science and Technology), M.S. (City College of N.Y.), Ph.D (Arizona State)
Assistant Professor

FILM AND MEDIA STUDIES

Nandini Sikand 2010
B.A. (Delhi University), M.A. (Northern Illinois), Ph.D. (CUNY)
Professor and Chair of Film and Media Studies Program

Katherine E. Groo 2016
B.A. (Emory), M.A., Ph.D. (Cornell)
Associate Professor

Andrew M. Smith 2001
B.A. (Hamline), M.A. Ph.D. (University of New Mexico)
Associate Professor

GEOLOGY AND ENVIRONMENTAL GEOSCIENCES

Dru Germanoski 1987
B.S. (Pennsylvania State), M.S. (Southern Illinois), Ph.D. (Colorado State)
Dr. Ervin R. VanArtsdalen '35 Professor of Geology

David F. Sunderlin 2006
B.A. (Colgate), Ph.D. (Chicago)
John H. Markle Professor and Head of the Department

Tamara L. Carley 2014
B.A. (Whitman College), M.S., Ph.D. (Vanderbilt)
Associate Professor

Lawrence L. Malinconico, Jr. 1989
A.B., M.S., Ph.D. (Dartmouth)
Associate Professor and Director of the Technology Clinic

GOVERNMENT AND LAW

Katalin Fábián 2000
University Diploma (University of Economics, Budapest), M.A. (Notre Dame), Ph.D. (Syracuse University)
Professor

John Kincaid 1994
B.A. (Temple), M.A. (Wisconsin- Milwaukee), Ph.D. (Temple)
Robert B. and Helen S. Meyner Professor of Government and Public Service; and Director of the Meyner Center for the Study of State and Local Government

Joshua I. Miller 1986
B.A. (California-Santa Cruz), M.A., Ph.D. (Princeton)
Professor

Bruce A. Murphy 1998
B.A. (Massachusetts-Amherst), Ph.D. (Virginia)
Fred Morgan Kirby Professor of Civil Rights

Seo-Hyun Park 2009
B.A., M.A. (Yonsei University), Ph.D. (Cornell)
Professor and Chair of Asian Studies Program

Ilan Peleg 1974
B.A., M.A. (Tel Aviv), M.A., Ph.D. (Northwestern)
Charles A. Dana Professor of Government and Law

Helena Silverstein 1992
B.A. (Pennsylvania), M.A., Ph.D. (University of Washington)
Thomas Roy and Lura Forrest Jones Professor of Government and Law, and Head of the Department

Hannah W. Stewart-Gambino 2007
B.A. (Converse College), M.A., Ph.D. (Duke)
Professor

Il Hyun Cho 2013
B.A.(Chung-Ang University), M. International Studies (Yonsei University), MA, Ph.D. (Cornell)
Associate Professor

Michael S. Feola 2011
B.A. (University of Richmond), M.A., Ph.D. (California, Berkeley)
Associate Professor

Stephanie Chan 2022
B.A. (University of Massachusetts), M.A., Ph.D. (Princeton)
Assistant Professor

Andrew J. Clarke 2017
B.A. (Bucknell), M.A., Ph.D. (University of Virginia)
Assistant Professor

Dylan W. Groves 2023
B.A. (Berkeley), M.S. (Georgetown), Ph.D. (Columbia)
Assistant Professor

INTERNATIONAL AFFAIRS

Hannah W. Stewart-Gambino 2007
B.A. (Converse College), M.A., Ph.D. (Duke)
Professor

Angelika von Wahl 2011
B.A. (Ludwig Maximilians University, Munich), M.A., Ph.D. (Free University Berlin)
Professor, John L. '67 and Jean A. Hatfield Chair of International Affairs, and Chair of International Affairs Program

Caleb T. Gallemore 2016
B.A. (Missouri Southern State), M.A., Ph.D. (The Ohio State)
Associate Professor

Douglas de Toledo Piza 2021
B.A., M.A. (University of São Paulo), Ph.D. (The New School)
Assistant Professor

LANGUAGES AND LITERARY STUDIES

Sidney E. Donnell 1994
B.A. (Texas-Austin), M.A., Ph.D. (Pennsylvania)
Professor

Olga Anna Duhl 1992
M.A. (University of Clug-Napoca, Romania), Ph.D. (Rutgers)
Oliver Edwin Williams Professor of Languages and Head of the Department

Michelle C. Geoffrion-Vinci 1998
B.A. (Wellesley), M.A., Ph.D. (Stanford)
Thomas Roy and Lura Forrest Jones Professor of Languages and Literary Studies, and Assistant Head of the Department

Markus C. Dubischar 2008
M.A. (Universität Heidelberg), D. Phil. (Universität Greifswald)
Associate Provost, Associate Professor, Charles Elliott Scholar of Latin and Greek

Amauri F. Gutiérrez Coto 2017
B.A. (Universidade La Habana, Cuba), M.A. (New Mexico State), Ph.D. (University of Arizona-Tucson)
Associate Professor

Han Luo 2019
B.A., M.A. (Harbin Institute of Technology), Ph.D. (Beijing Foreign Studies University), Ph.D. (University of Texas at Austin)
Associate Professor

Katherine O. Stafford 2017
B.A. (California-Davis), M.A. (Stanford), Ph.D. (California-Davis)
Associate Professor

Daniel Quirós 2012
B.A. (Santa Clara), M.A., Ph.D. (California-San Diego)
Associate Professor and Acting Head of the Department (Spring)

Dennis Johannßen 2018
M.A. (Magister) (Leuphana University), M.A., Ph.D. (Brown)
Assistant Professor

Mathieu Perrot 2018
B.A., B.S., M.A. (Université Paris Sorbonne), Ph.D. (Université Paris Nanterre)
Assistant Professor

Carmen Valdivia 2023
B.A. (University Nacional San Antonio Abad del Cusco), M.A. (San Jose State), Ph.D., (U.C. Davis)
Assistant Professor

Yingying Huang *2024*
B.A. (Beijing Jiaotong University), M.A. (Peking 'Beijing' University), Ph.D., (Purdue)
Lecturer

MATHEMATICS

Ethan J. Berkove 1999
B.S. (University of Michigan-Ann Arbor), M.A., Ph.D. (University of Wisconsin-Madison)
Professor and Head of the Department

Justin J. Corvino 2004
B.S. (MIT), M.S., Ph.D. (Stanford)
Marshall R. Metzgar Professor of Mathematics

Clifford A. Reiter 1983
B.S. (Bucknell), M.S. (Rutgers), Ph.D. (Pennsylvania State)
Professor

Robert G. Root 1991
A.B. (Vassar), M.A. (Johns Hopkins), Ph.D. (Delaware)
Professor

Derek A. Smith 1999
B.S. (North Carolina State), M.A., Ph.D. (Princeton)
Professor, Acting Head (Fall)

Jonathan S. Bloom 2015
B.A. (Colgate), M.S. (California-San Diego), M.S. (California-Berkeley), Ph.D. (Dartmouth)
Associate Professor

Trent Gaugler 2014
B.S. (Bucknell), Ph.D. (Pennsylvania State)
Associate Professor

Allison Lewis 2018
B.S. (Portland), M.S., Ph.D. (North Carolina State)
Associate Professor

Jeffrey P. Liebner 2011
B.S. (Canisius College),M.S., Ph.D. (Carnegie Mellon)
Associate Professor, Assistant Head

Qin Lu 1999
B.S. (Tsinghua University, China), Ph.D. (Ohio State)
Associate Professor

Daniel B. Turek 2023
B.S., M.Eng. (Massachusetts Institute of Technology), Ph.D. (University of Otago, NZ)
Associate Professor

Ying (Joy) Zhou 2016
B.S. (Fudan University), M.S. (University of Miami), Ph.D. (University of Washington)
Associate Professor

Louis P. Zulli 1999
B.S. (SUNY-Stony Brook), M.S., Ph.D. (Cornell)
Associate Professor

Farhan Abedin 2022
B.A. (Lafayette College), M.A. (University of Washington), Ph.D. (Temple)
Assistant Professor

Sahana H. Balasubramanya 2023
B.A., M.A. (University of Delhi), M.S., Ph.D. (Vanderbilt)
Assistant Professor

Michael Dougherty 2022
B.A. (Grinnell College), M.A., Ph.D. (University of California, Santa Barbara)
Assistant Professor

Manami Roy 2023
B.Sc. (University of Calcutta), M.S. (IISER Kolkata), Ph.D. (University of Oklahoma)
Assistant Professor

MECHANICAL ENGINEERING

Scott R. Hummel 1998
B.S. (Hartford), M.S. (Stevens Institute of Technology), Ph.D. (Lehigh)
Professor

Jennifer S. Rossmann 2005
B.S., Ph.D. (UCLA-Berkeley)
Matthew Baird Professor of Mechanical Engineering

Joshua H. Smith 2007
B.S. (Bucknell), M.S., Ph.D. (University of Virginia)
Professor and Acting Head of the Department

Alexander A. Brown 2015
B.S., M.S., Ph.D. (Pennsylvania State)
Associate Professor and Assistant Head of the Department

Jeffrey D. Helm 2002
B.S., M.S., Ph.D. (University of South Carolina)
Associate Professor

Tobias Rossmann 2012
B.S. (UCLA, Berkeley), M.S., Ph.D. (Stanford)
Associate Professor

Daniel R. Sabatino 2009
B.S. (Pennsylvania State), M.S., Ph.D. (Lehigh)
Associate Professor, Robert W. Adenbaum '49 Scholar in Entrepreneurial Studies, and Head of the Department

Brent Utter 2015
B.S. (Lafayette), M.S., Ph.D. (Michigan-Ann Arbor)
Associate Professor

Connor H. Ligeikis 2023
B.S.E., M.S. (University of Connecticut), M.S., Ph.D. (University of Michigan)
Assistant Professor

Rohan Prabhu 2021
B.Tech. (National Institute of Technology Karnataka, Surathkal), M.S., Ph.D. (Pennsylvania State)
Assistant Professor

Ryan Rosario 2022
B.S. (MIT), M.S., Ph.D. (University of Michigan)
Assistant Professor

Yueyi (Diana) Sun 2023
B.S., Ph.D. (Georgia Institute of Technology)
Assistant Professor

Amy Van Asselt 2018
B.S. Illinois Urbana-Champaign), M.S. (Washington-Seattle), Ph.D. (Wisconsin-Madison)
Assistant Professor

MUSIC

Anthony M. Cummings 2006
B.A. (Williams), M.F.A., Ph.D. (Princeton)
Eugene H. Clapp II Professor of Music

Jennifer W. Kelly 2006
B.A., M.M., D.M.A. (California-Los Angeles)
Associate Professor

Kirk D. O'Riordan 2009
B.S (Indiana), M.M. (Bowling Green State), M.M. (Denver), D.M.A. (Arizona State)
Associate Professor

Jorge Torres 2004
B.F.A. (California Institute of the Arts), M.A., Ph.D. (Cornell)
Associate Professor and Head of the Department

Akiva Zamcheck 2024
B.A. (Bowdoin), M.Phil, Ph.D. (New York University)
Assistant Professor

NEUROSCIENCE

Lisa A. Gabel 2007
B.S. (Allegheny College), M.A., M.S.,Ph.D. (University of Connecticut)
Professor, William C. '67 and Pamela Rappolt Professor of Neuroscience

Elaine R. Reynolds *1997*
B.S. (Pennsylvania State), Ph.D. (Carnegie Mellon)
Professor

Henry L. Hallock 2021
B.A. (Millersville), Ph.D. (Delaware)
Assistant Professor

Tamara M. Stawicki 2017
B.A. (Rutgers), Ph.D. (California-San Diego)
Assistant Professor

PHILOSOPHY

Alessandro Giovannelli 2006
Laurea (University of Florence), M.A. (Yale), M.A., Ph.D. (Maryland)
Professor

Peter A. Gildenhuys 2009
B.A. (University of Western Ontario), M.A. (Toronto), M.A. (Northwestern), Ph.D. (Pittsburgh)
Associate Professor

Meghan B. Masto 2009
B.S., B.A. (Lafayette), Ph.D. (Massachusetts-Amherst)
Associate Professor and Head of the Department

J. Owen McLeod 1998
B.A. (King's College, London), M.A. (University of Washington), Ph.D. (Massachusetts-Amherst)
Associate Professor

Cetan Cetty 2024
B.A. (National University of Singapore), M.A. (Georgia State), Ph.D. (University of Pennsylvania)
Assistant Professor

PHYSICS

David J. Nice 2010
B.S. (California Institute of Technology), M.A., Ph.D. (Princeton)
Charles A. Dana Professor of Physics

Andrew J. Dougherty 1990
B.S. (St. Joseph's), Ph.D. (Pennsylvania)
Professor

Zoe A. Boekelheide 2013
B.S. (Harvey Mudd), M.A., Ph.D. (California, Berkeley)
Associate Professor and Head of the Department

Brooks D. Thomas 2016
B.A. (Macalester), M.S., Ph.D. (Michigan)
Associate Professor

Stephanie Douglas 2020
B.A. (Franklin and Marshall), M.A., Ph.D. (Columbia)
Assistant Professor

POLICY STUDIES

W. Mark Crain
B.S. (Houston), Ph.D. (Texas A&M)
William E. Simon Professor of Political Economy and Chair of Policy Studies Program

Gladstone A. Hutchinson 1992
B.A. (SUNY-Oneonta), M.A., Ph.D. (Clark)
Associate Professor

PSYCHOLOGY

Lisa A. Gabel 2007
B.S. (Allegheny College), M.A., M.S.,Ph.D. (University of Connecticut)
William C. '67 and Pamela Rappolt Professor in Neuroscience

Michael A. Nees 2011
B.A. (De Pauw), M.S., Ph.D. (Georgia Institute of Technology)
Professor

Jennifer M. Talarico 2006
B.A. (Michigan), M.A., Ph.D. (Duke)
Marshall R. Metzgar Professor and Head of the Department

Lauren J. Myers 2011
B.A. (Furman), M.S., Ph.D. (Pennsylvania State)
Associate Professor

Luis F. Schettino 2009
B.A. (Universidad Autonoma Metropolitana), M.S., Ph.D. (Rutgers)
Associate Professor and Chair of Neuroscience Program

John S. Shaw, III 1997
B.A. (Vanderbilt), J.D. (Stanford Law School), M.A., Ph.D. (California-Los Angeles)
Associate Professor

Susan J. Wenze 2014
B.A. (Cornell), M.A., Ph.D. (American University)
Associate Professor and Assistant Head

Chu Chu 2024
B.S., M.S., Ph.D. (University of Illinois at Urbana-Champaign)
Assistant Professor

Jessie Greenlee 2022
B.A. (Kenyon), M.S., Ph.D. (Virginia Commonwealth)
Assistant Professor

Susan M. Hannan 2017
B.A. (Kent State), M.A., Ph.D. (Northern Illinois)
Assistant Professor

Abigail K. Mann 2015
B.A. (Bryn Mawr), M.S., Ph.D. (Vanderbilt)
Assistant Professor

Deja Simon-Jennings 2024
B.A. (California State University), M.A. (San Francisco State University), Ph.D. (University of California, Riverside)
Assistant Professor

J.J. LaCount Togans 2015
B.A. (Salisbury University), M.A. (Ball State University), Ph.D. (Miami University)
Assistant Professor

RELIGIOUS STUDIES

Brett B. Hendrickson 2011
B.A. (Columbia), M.Div. (Austin Presbyterian Theological Seminary), Ph.D. (Arizona State, Tempe)
Professor and Head of the Department

Robin C. Rinehart 1991
B.A., M.A. (University of Washington), Ph.D. (Pennsylvania)
Professor and Richard H. Jr. '60 and Joan K. Sell Chair in the Humanities

Eric J. Ziolkowski 1988
B.A. (Dartmouth), M.A., Ph.D. (Chicago)
Helen H.P. Manson Professor of the English Bible

Robert W. Blunt 2011
B.A. (Lewis and Clark), M.A. (Graduate Theological Union), M.A., Ph.D. (University of Chicago)
Associate Professor

Jessica Carr *2014*
B.A., M.A. (Florida State), Ph.D. (Indiana)
Associate Professor and Philip and Muriel Berman Scholar of Jewish Studies

Youshaa Patel 2013
B.A. (Michigan, Ann Arbor), M.Phil, Ph.D. (Duke)
Associate Professor

Xu Ma 2020
M.A. (Shanghai), M.A. (Stanford), Ph.D. (California, Irvine)
Assistant Professor

RUSSIAN AND EAST EUROPEAN STUDIES

Joshua A. Sanborn 1999
B.A. (Stanford), Ph.D. (University of Chicago)
David M. '70 and Linda Roth Professor of History and Chair of Russian and East European Studies Program

Lindsay Marie Ceballos 2017
B.A. (Wesleyan), M.A., Ph.D. (Princeton)
Assistant Professor

Monika B. Rice 2021
B.A., M.A. (Adam Mickiewicz University), Ph.D. (Brandeis)
Assistant Professor and Robert Weiner and Ilan Peleg Scholar in Jewish Studies

THEATER

Mary Jo M. Lodge 2006
B.M. (Catholic), M.A. (Villanova), Ph.D. (Bowling Green)
Professor and Head of the Department

Courtney Ryan 2024
B.A. (Notre Dame of Maryland University), M.A. (University of California, Santa Barbara), Ph.D. (University of California, Los Angeles)
Assistant Professor

Jake Salgado 2022
B.A. (University of South Carolina), M.F.A. (University of Georgia)
Assistant Professor and Scenographer

WOMEN'S AND GENDER STUDIES

Mary A. Armstrong 2009
B.A. (Holy Cross), M.A., Ph.D. (Duke)
Charles A. Dana Professor of Women's and Gender Studies and English, and Chair of Women's, Gender and Sexuality Studies Program

Dana Cuomo 2019
B.A., M.S., Ph.D. (Pennsylvania State)
Assistant Professor

Tara Gilligan 2023
B.A. (Bucknell), M.A., Ph.D. (Johns Hopkins)
Lecturer

LIBRARY

Janna Avon 2018
B.A., M.L.I.S (University of British Columbia)
Digital Initiatives Librarian

Kylie T. Bailin 2012
B.A. (Eckerd), M.E.M. (University of New South Wales); M.A.S. (Charles Sturt University)
Director of Outreach and Access Services

Sarah Beck 2021
B.A. (Goucher); MSLIS (Drexel)
Digitization & Experimental Technologies Manager

John H. Clark 2014
B.A. (Maine), M.S. (Pennsylvania State), M.L.I.S (Pittsburgh)
Data Visualization and GIS Librarian

Courtney Dalton 2024
A.B. (Bryn Mawr), M.L.I.S (Simmons)
Research and Instruction Librarian, Skillman and Kirby Libraries

Benjamin G. Jahre 2014
B.A. (Lehigh), M.S.L.S. (UNC-Chapel Hill)
Head of Collection Strategies

Rebecca McCall 2024
B.A. (University of Rochester), M.L.I.S. (Syracuse)
Research and Instruction Librarian

Charlotte Nunes 2016
B.A. (Cornell), M.A. (McGill), Ph.D. (University of Texas-Austin)
Dean of Libraries

Joel V. Pearce 2014
B.A. (Grove City College), M.A. (Old Dominion), M.S.L.S. (Clarion)
Head of Technical Services

Angela Perkins 2018
B.A. (Bates), M.F.A. (American Film Institute), M.S.I.S (University of Texas-Austin)
Director of Digital Scholarship Services

Ana Ramirez Luhrs *2008*
B.A. (Fairleigh Dickinson), M.L.I.S. (Rutgers)
Co-Director of Special Collections & College Archives

Elaine M. Stomber 2011
B.A. (Lafayette)
Co-Director of Special Collections & College Archives; College Archivist

Lijuan Xu 2003
B.A.L.S. (Wuhan University), M.L.S. (Clarion)
Director of Research and Instructional Services

Nora Zimmerman 2018
B.A. (Hunter College), M.L.I.S (Long Island University)
Digital Archivist & Repository Librarian

FACULTY EMERITI

Rexford A. Ahene 1982
B.S. (University of Science and Technology, Ghana), M.A. (Virginia State), Ph.D. (Wisconsin)
Professor Emeritus of Economics

Diane Cole Ahl 1977-2018

B.A. (Sarah Lawrence), Ph.D. (Virginia)
Arthur J. '55 and Barbara S. Rothkopf Professor Emerita of Art History

Bradley C. Antanaitis 1984-2018
A.B. (Northeastern), Ph.D. (Columbia)
Associate Professor Emeritus of Physics

Susan A. Basow 1977-2020
B.A. (Douglass-Rutgers), M.A., Ph.D. (Brandeis)
Charles A. Dana Professor Emerita of Psychology

Dan F. Bauer 1972-2010
A.B. (San Jose Sate College), Ph.D. (University of Rochester)
Professor Emeritus of Anthropology and Sociology

Jamila Bookwala 2001

B.A. (University of Bombay), M.A. (City University of New York), M.S., Ph.D. (Pittsburgh)
P*rofessor Emerita of Psychology*

Thomas H. Bruggink 1978- 2013
A.B. (Hope), M.A., Ph.D. (Illinois)
Professor Emeritus of Economics

Rose Marie L. Bukics 1980
B.S. (Scranton), M.B.A. (Lehigh)
Thomas Roy and Lura Forrest Jones Professor Emerita of Economics

Deborah L. Byrd, 1991
B.A. (Duke), M.A., Ph.D. (Emory)
Professor Emerita of English

Jean-Pierre Cap 1968-99
B.A., M.A. (Temple), M.A. (Pennsylvania), Ph.D. (Rutgers)
Oliver Edwin Williams Professor Emeritus of Languages

Wallace M. Catanach, Jr. 1959-92
B.S. in Ag.E. (Pennsylvania State), M.S. in M.E. (Bradley), Ph.D. (Lehigh)
Associate Professor Emeritus of Mechanical Engineering

Donald R. Chambers 1992-2017
B.S. (SUNY-Binghamton), Ph.D. (North Carolina)
Walter E. Hanson/KPMG Peat Marwick Professor Emeritus of Business and Finance

Alan W. Childs 1980-2017
B.A. (Maryville), Ph.D. (Tennessee)
Professor Emeritus of Psychology

Robert L. Cohn 1987-2014
B.A. (Northwestern), A.M., Ph.D. (Stanford)
Philip and Muriel Berman Chair Emeritus of Jewish Studies

William J. Collins 1990-2011
B.A., M.A. (Boston College), M.S., Ph.D. (Purdue)
Associate Professor Emeritus of Computer Science

George E. Davidson 1965-90
A.B. (Lafayette), M.A. (Lehigh)
Instructor Emeritus of Athletics and Physical Education

Patricia A. Donahue 1985-2019
B.A. (Redlands), M.A., Ph.D. (California, Irvine)
Professor Emerita of English

Helen V. Dungan 1969-2011
B.S. (Kutztown), M.S.L.S. (Drexell)
Librarian Emerita

Evan D. Fisher 1986

B.A. (Rochester), M.S. Ph.D. (Illinois)
Professor Emeritus of Mathematics

Patricia M. Fisher 1980-2002
B.S. (East Stroudsburg)
Instructor Emerita of Athletics and Physical Education

Bernard Fried 1963-2000
A.B. (New York University), M.S. (New Hampshire), Ph.D. (Connecticut)
Gideon R., Jr., and Alice L. Kreider Professor Emeritus of Biology

Edward N. Gamber 1992-2015
B.A. (Towson State), M.A., Ph.D. (Virginia Polytechnic)
David M. '70 and Linda Roth Professor Emeritus of Economics

Ann Gold 1982-2007
B.S. (Ursinus)
Instructor Emerita of Athletics and Physical Education

Gary P. Gordon 1986
B.S. (Florida), Ph.D. (North Carolina)
Marshall R. Metzgar Professor Emeritus of Mathematics

John F. Greco 1977-2014
B.E., M.E., Ph.D. (City College of New York)
Professor Emeritus of Electrical and Computer Engineering

Warren J. Guy 1964-98
B.S. (Drexel), M.A. (Temple), Sc.D. (Newark College of Engineering)
Charles A. Dana Professor Emeritus of Electrical Engineering

Jerome F. Heavey 1973-2015
B.S. (St. Joseph's), M.A., Ph.D. (Pennsylvania State)
Professor Emeritus of Economics

Wendy L. Hill 1989-2014
B.S. (Douglass), Ph.D. (University of Washington)
William C. '67 and Pamela H. Rappolt Professor Emerita in Neuroscience

L. Thomas Hill 1979

B.S. (North Carolina State), Ph.D. (Virginia)
Professor Emeritus of Mathematics

G. Lyle Hoffman 1983-2020
B.A. (Dartmouth), M.Sc., Ph.D. (Cornell)
Professor Emeritus of Physics

David L. Hogenboom 1965-2000
B.A. (Wooster), M.S., Ph.D. (Pennsylvania State)
Marshall R. Metzger Professor Emeritus of Physics

Curlee R. Holton 1991-2017
B.F.A. (Cleveland Institute of Art), M.F.A. (Kent State)
David M. '70 and Linda Roth Professor Emeritus of Art

Charles W. Holliday 1982-2012
B.S. (Marietta), Ph.D. (Oregon)
Professor Emeritus of Biology

William A. Hornfeck 1988-2015
B.S. (Pennsylvania State), M.S., Ph.D. (Auburn)
Professor Emeritus of Electrical and Computer Engineering

Guy L. Hovis 1974-2015
A.B. (Franklin and Marshall), M.A., Ph.D. (Harvard)
John H. Markle Professor Emeritus of Geology

David R. Johnson 1974-2014
B.A. (Maryland), M.A., Ph.D. (Pennsylvania State)
Professor Emeritus of English

William R. Jones 1963-94
B.S. (Glassboro State), M.S., Ph.D. (Rutgers)
Professor Emeritus of Mathematics

Edward J. Kerns, Jr. 1980
B.F.A. (Virginia Commonwealth), M.F.A. (Maryland Institute, College of Art)
Eugene H. Clapp II Professor Emeritus of Art

Roxanne E. Lalande 1982-2017
B.A., M.A., Ed.S., Ph.D. (Iowa)
Professor Emerita of Foreign Languages and Literatures

Margarete B. Lamb-Faffelberger 1992-2020
B.S. (Pedagogische Academie, Austria), M.A. (Illinois), Ph.D. (Rice)
Professor Emerita of Foreign Languages and Literatures

Stephen E. Lammers 1969-2009
A.B., M.A. (Marquette), Ph.D. (Brown)
Helen H.P. Manson Professor Emeritus of the English Bible

Brenda J. Latka 1991-2005
B.S. (Maryland), M.A. (Johns Hopkins), Ph.D. (Rutgers)
Associate Professor Emerita of Mathematics

James E. Lennertz 1975-2013
A.B. (Boston College), J.D. (Harvard), Ph.D. (Pennsylvania)
Associate Professor Emeritus of Government and Law

Chun Wai Liew, 1995
B.Sc. (Cornell), Ph.D. (Rutgers)
Associate Professor Emeritus of Computer Science

John P. Losee, Jr. 1961-2000
A.B. (Colgate), M.S. (Cornell), Ph.D. (Drew)
James Renwick Hogg Professor Emeritus of Mental and Moral Philosophy

Shyamal K. Majumdar 1969-2006
B.Sc. (Calcutta), M.S., Ph.D. (Kentucky)
Gideon R., Jr., and Alice L. Kreider Professor Emeritus of Biology

Joseph N. Mancini 1984-96
B.S. (Rhode Island), M.Ed. (Providence)
Instructor Emeritus of Athletics and Physical Education
J. Ronald Martin 1976-2012
B.S. (Lafayette), Ph.D. (Princeton)
Professor Emeritus of Chemical and Biomolecular Engineering

Robert S. Mattison 1981
B.A. (Middlebury), M.A. (Williams), M.F.A., Ph.D. (Princeton)
Marshall R. Metzgar Professor Emeritus of Art
Edward R. McDonald 1964-2015
B.S. (St. Peter's), M.A., Ph.D. (Columbia)
Professor Emeritus

Neil J. McElroy 1990-2017
B.S. (Rhodes), M.L.S. Simmons), M.T.S. (Harvard)
Dean of Libraries Emeritus

Terence J. McGhee 1989-99
B.S. (Newark College of Engineering), M.S. (Virginia Polytechnic), Ph.D. (Kansas)
Charles A. Dana Professor Emeritus of Civil and Environmental Engineering, P.E. (Nebraska)

Elizabeth W. McMahon 1986

A.B. (Mount Holyoke), M.S. (Michigan), Ph.D. (North Carolina)
Professor Emerita of Mathematics

John E. Meier 1992

B.A. (Virginia), M.S., Ph.D. (Cornell)

David M. '70 and Linda Roth Professor Emeritus of Mathematics

William H. Miles 1990-2016
B.S. (Delaware), Ph.D. (Wisconsin)
Professor Emeritus of Chemistry

Donald L. Miller 1977-2017
B.A. (St. Vincent's), M.A. (Ohio), Ph.D. (Maryland)
John Henry MacCracken Professor Emeritus of History

Leslie Muhlfelder 1995
A.B. (Lafayette), J.D. (Georgetown)
General Counsel, Emerita

Steven M. Nesbit 1990-2021
B.S., M.S., Ph.D. (West Virginia)
Professor Emeritus of Mechanical Engineering, P.E. (Pennsylvania)

John A. Nestor 2000
B.E.E. (Georgia Institute of Technology), M.S.E.E., Ph.D. (Carnegie Mellon)
Professor Emeritus of Electrical and Computer Engineering

Susan A. Niles 1981-2015
B.A. (Wisconsin), M.A., Ph.D. (California-Berkeley)
Professor Emerita of Anthropology and Sociology

Anthony D. Novaco 1973-2013
B.S., M.S., Ph.D. (Stevens Institute of Technology)
Marshall R. Metzgar Professor Emeritus of Physics

Charles F. Nutaitis 1987-2020
B.S. (King's College), Ph.D. (Dartmouth)
Associate Professor Emeritus of Chemistry

Arnold A. Offner 1991-2012
B.A. (Columbia), M.A., Ph.D. (Indiana)
Cornelia F. Hugel Professor Emeritus of History

Michael C. O'Neill 1992
A.B. (Fordham), M.A., Ph.D. (Purdue)
Professor Emeritus of Theater

George E. Panichas 1980-2020
B.A. (Rhode Island), M.A., Ph.D. (Arizona)
James Renwick Hogg Professor Emeritus of Mental and Moral Philosophy

Michael A. Paolino 1986-2005
B.S. (Siena), M.S., Ph.D. (Arizona)
Charles A. Dana Professor Emeritus of Mechanical Engineering, P.E. (Virginia)

Catherine R. Perricone 1988-98
B.A. (Notre Dame College), M.A. (Oklahoma), Ph.D. (Tulane)
Professor Emerita of Foreign Languages and Literatures

Julio Piazza 1986-2014
M.S. Ed. (Pennsylvania)
Instructor Emeritus of Athletics and Physical Education

Polly R. Piergiovanni 1990

B.A. (Kansas State), Ph.D. (Houston)
Air Products and Seifi Ghasemi Professor Emerita of Chemical and Biomolecular Engineering

Rado Pribic 1971-2015
B.A. (Florida State), M.A., Ph.D. (Vanderbilt)
Oliver Edwin Williams Professor Emeritus of Languages

Ronald E. Robbins 1968-2009
A.B., M.A.T., M.A. (Indiana University)
Librarian Emeritus

George M. Rosa 1986-2019
B.A. (California-Los Angeles), D.Phil. (Oxford)
Professor Emeritus of Foreign Languages and Literatures

Roger W. Ruggles 1985-2021
B.S., M.S., Ph.D. (Clarkson)
Associate Professor Emeritus of Civil and Environmental Engineering, P.E. (Pennsylvania)

Chester J. Salwach 1976-2013
B.S. (LaSalle), M.S., Ph.D. (Lehigh)
Associate Professor Emeritus of Mathematics

June Schlueter 1977-2008
B.A. (Fairleigh Dickinson), M.A. (Hunter), Ph.D. (Columbia)
Charles A. Dana Professor Emerita of English

Edmond J. Seifried 1978-2008
A.B. (Indiana-Pennsylvania), A.M. (Connecticut), Ph.D. (West Virginia)
Professor Emeritus of Economics

Mercedes Benitez Sharpless 1975-2008

B.A. (Universidad de Antioquia, Columbia), M.A.L.S. (Michigan)
Librarian Emerita

Richard E. Sharpless 1970-2003
A.B. (Elizabethtown), M.A., Ph.D. (Rutgers)
Professor Emeritus of History

Diane Windham Shaw 1985-2019
B.A., M.L.S. (Emory)
Director Emerita of Special Collections and College Archives

Ralph L. Slaght 1969-2003
A.B. (Eastern), M.A., Ph.D. (Pennsylvania)
James Renwick Hogg Professor Emeritus of Mental and Moral Philosophy

Ian D. Smith 1991
B.A. (University of the West Indies), Maîtrise de Lettres (University of Paris), Ph.D. (Columbia)
Ian D. Smith, Richard H. Jr. '60 and Joan K. Sell Professor Emeritus of English

J. Larry Stockton 1977
B.S., M.M.E. (Western Carolina), D.M.A. (Temple)
Professor Emeritus of Music

J. Randolph Stonesifer 1975-2015
A.B. (Dartmouth), Ph.D. (California Institute of Technology)
Associate Professor Emeritus of Mathematics

Javad Tavakoli 1988-2015
B.S. (Shiraz), M.S. (Illinois Institute of Technology), Ph.D. (New Jersey Institute of Technology)
Professor Emeritus of Chemical and Biomolecular Engineering, P.E. (Pennsylvania)

Frank A. Tavani, Jr. 1987-2017
B.A. (Lebanon Valley)
Instructor Emeritus of Athletics and Physical Education

Lorenzo Traldi 1980-2018
B.A. (Queens-New York), Ph.D. (Yale)
Marshall R. Metzgar Professor Emeritus of Mathematics

Lee Upton 1988-2020
B.A. (Michigan State), M.F.A. (Massachusetts), Ph.D. (SUNY-Binghamton)
Francis A. March Professor Emerita of English and Writer in Residence

Carolynn Van Dyke 1980-2015
B.A. (Grinnell), Ph.D. (Yale)
Francis A. March Professor Emerita of English

Leonard A. Van Gulick 1974-77, 1981-2019
B.S. (Newark College of Engineering), M.A., M.S., Ph.D. (Princeton)
Matthew Baird Professor Emeritus of Mechanical Engineering, P.E. (Pennsylvania)

Andrew J. Vinchur 1989
B.A. (Rutgers), M.S., Ph.D. (Memphis State)
Charles A. Dana Professor Emeritus of Psychology

Robert I. Weiner 1969-2019
A.B. (Temple), M.A., Ph.D. (Rutgers)
Thomas Roy and Lura Forrest Jones Professor Emeritus of History

Suzanne R. Westfall, 1986
B.A. (Southeastern Massachusetts), M.A., Ph.D. (Toronto)
Professor Emerita of Theater

Walter R. Wilkins, III 2001
A.B. (College of the Holy Cross), M.M. (University of Northern Colorado)
Associate Professor Emeritus of Music

James Woolley 1980-2015
B.A. (Wake Forest), M.A., Ph.D. (Chicago)
Frank Lee and Edna M. Smith Professor Emeritus of English

Barbara Young 1975-2003
B.S. (Delaware), M.S. (West Chester)
Instructor Emerita of Athletics and Physical Education

Thomas R. Yuster 1983-2021
B.S. (Sanford), M.A., Ph.D. (Wisconsin)
Associate Professor Emeritus of Mathematics

Officers of Administration

SENIOR LEADERSHIP TEAM

Nicole Hurd
President

Nicole P. Eramo

Chief of Staff

Sherryta Freeman
Director of Athletics

Ernest Jeffries

Vice President for Inclusion

Audra J. Kahr
Executive Vice President for Finance and Administration

Peter Mackey
Acting Vice President for Marketing & Communications

Laura McGrane

Provost

Krishna K. Memani
Chief Investment Officer

John L. O'Keefe
Vice President and Chief Information Officer

Sarah Moschenross

Vice President for Student Life

Forrest M. Stuart

Vice President for Enrollment Management

Kimberly Verstandig

Interim Vice President for Development and College Relations

OFFICERS OF ADMINISTRATION

Holly Akers
Sr. Associate Director of Employee Relations and Outreach

Alana M. Albus
Senior Associate Director, Gateway Counselor

Dysean J. Alexander
Assoc Director for West Coast Admissions

Jason R. Alley
Director, Learning and Research Technologies

Erwin K. Annulysse
Director Web and Design Strategy

Kathryn S. Antonioli
Administrative Budget Coordinator

Adam Atkinson
Director of Photography & Videography

Nikkolai Arnold
Assistant Coach Men's Basketball

Janna M. Avon
Digital Initiatives Librarian

Cameron Ayers
Assistant Coach, Men's Basketball

Megan Azzalina
Assistant Director, Reunion Engagement and Giving

Kylie T. Bailin
Director of Outreach and Access Services

Mohammed Balde
Asst Coach, Men's Soccer

Jamie L. Baltz
Sr. Associate Director of Financial Aid Operations & Technology

Matthew Barber
Assistant Custodial Supervisor

Jacob Bates
Associate Director, Student Involvement

Kevin Baumann
Assistant Head Coach Football

Matthew F. Bayly
Associate Director of Athletics for Holistic Wellness and Performance

Sarah Beck
Digitization & Experimental Technologies Manager

Nicole Beckett
Associate Director of Public Service

Matthew Bednarsky
Program Manager, Dyer Center

Sarah Bennett
Assistant Coach, Women's Lacrosse

Tyler Bergsma
Assistant Director Residence Life

Jop Beuger
Assistant Coach, Field Hockey

Matthew C. Blackton
Senior Web Developer

David J. Blasic
Athletic Business Manager

Janine C. Block
Associate Director, International Student Advising

Andrea L. Bohn
Assistant Vice President & Controller

Dennis L. Bohn
Head Men's Soccer Coach

Keiba Bragg-Best
Staff Counselor

Brianna C. Braswell
Associate Dir of Admissions

John M. Breiner
Staff Accountant-General Accounting

Donald R. Brinker
Supervisor / Mechanical Trades

Daniel Brown
Director of Enrollment Data Analytics

Karmen Brown
Director, Student Advocacy & Prevention

Michael Buckler
System Admin/Cloud Engineer

Kenneth Burns
Assistant Director of Residence Life

Susan E. Burns
Assoc Dean of Admissions & Operations

Tracey L. Burton
Associate Controller

Katherine A. Butler
IT Director of Planning, Analysis & Communications

Ryan Callahan
Assistant Director of Facilities & Operations

Jolene Cardassi
Marketing Coordinator, Dyer Center for Innovation and Entrepreneurship

Dennise Carrazco
Accessibility Coordinator

Kristina Carver
Assistant Director of Financial Aid

Janine M. Casey
Director, Parent & Family Relations

Daniel Cason
Asst Athletic Director for Advancement

Andrea Castro
Assistant Director Admissions

Maggie Catherina
Assistant Coach, Women's Volleyball

Timothy Cedrone
General Counsel

Michael J. Chamberlain
Senior Director of Athletic Compliance & Student Athlete Development

Michael J. Chejlava
Instrumentation Specialist, Chemistry

Margie Cherry
Associate Director, Alumni Career Services

Rita Chesterton
Director of Dyer Center

Mark Choquette
Assistant Director, Gateway Career Center

Michael Chovanes
Associate Director Facilities Operations

Aidan Cichlar
Business Services Analyst

John H. Clark
Geospatial Services Librarian

Meade Clendaniel
Assistant Coach Football

Abigail E. Close
College Transition Specialist and Junior Class Dean

Brittany Clouser
Chemistry & Environmental Lab Specialist

Christine Cohen
Program Manager, Recurring Initiatives

Maria V. Colon
Administrative Coordinator, Provost Office

Dawn M. Comp
Senior Associate Athletic Trainer

Timothy Cox
Dean of Advising

Kelliner Croushore
Assistant Coach Softball

Rochelle G. Crozier
Associate Director, Technology & Data Analytics

Amy Cunard
Facilities Accountant

Keith Cunard
Assistant Custodial Supervisor

Michele M. Curcio
Head Coach Track, Field, & Cross Country

James L. Dailey
Head Coach, Swimming

John Dailey
Investment Director

Melissa S. Dalrymple
Associate Director of Student Leadership & Involvement

Courtney Dalton
Research & Instruction Librarian

Kia N. Damon-Olson
Women's Head Basketball Coach

Shane Davenport
Director of Football Strength & Conditioning

Heather Deily
Coordinator of Arts, Humanities and Sciences

Terri L. Deily
Assistant to the VP for Communications

Kristopher DeJesus
Assoc Director Rec Services - Organized Sports

Karavin Dew
Head Softball Coach

Anthony DiFrancesco
Assistant Supervisor, Grounds

Chase Dikeman
Academic Tech Liaison

Thomas DiMuzio
Assistant Coach Football

Nicole J. DiRado
Administrative Coordinator, International Affairs

Erin Dounelis
Staff Accountant, Tax & Treasury

Susan Domagalski
Assistant Director, Employer Relations/Recruiting Operations

Amy Downey
Alumni Magazine Editor

Valerie Downing
Assoc VP of Alumni Engagement and Annual Giving Officer

John Drummond
Coordinator, General Biology Lab

Markus Dubischar
Associate Provost

Courtney DuPont
Assoc Dir of Athletic Communications for Fan Engagement

Janice A. Egan
Director of Parent and Family Engagement and Philanthropy

Chevaan Ellis
Assistant Strength and Conditioning Coach

Chelsea Emrick
Instructional Technologist

Traci Eschbach
Assistant Director Residence Life

Krista Evans
Dean of Admissions

Julianne Fama
Assistant Director Alumni Engagement

Xiadong Fan
Lab Coordinator, Organic Chemistry

Lindsay Fiebig
Federal Compliance Officer and Federal Processor

Andrew S. Foster
Senior Associate Director, Athletics / Facilities & Operations

Jodi Fowler
Assoc. Director, Civic Leadership Programs

Antonio Franco
ERP Information Systems Analyst

Louise Frazier
Associate Director of Admissions

Jaison Freeman
Special Assistant to the VP Campus Life

Jodie A. Frey
Associate Dean & Director of Recreation Services

Charles G. Fulton
Mgr. Web Development

Elizabeth J. Fulton
Administrative Coordinator, Computer Science, Environmental Science, Hanson Center

Ty Furman
Director of Performance Series

Melissa Garrison
Director of Counseling Services

Cara Gilpin
Assistant Director, Off-Campus & International Education

Olivia Giralico
Pre-and Post-Production Assistant

Simona Glaus
Director of Health Professions Programs

Julia A. Goldberg
Associate Dean of Advising & Co-Curricular Programs & Fellowships

Peter R. Goode
Research Computing Systems Administrator

Breanna Gorgy
Associate Registrar

Emily Graf
Web/Graphic/Interactive Designer

Kathy Griggs
Administrative Coordinator

Marlene Gubler
Environmental Health & Safety Specialist

Bridget Gunn
Case Manager/Care Coordinator

Stephanie Gursky
Assistant Director of Admissions

Tony Haefele
Asst Coach Men's Lacrosse

Judson Hall
Associate Head Coach, Men's Lacrosse

Thomas C. Hampsey
Senior Executive Director, Research & Special Projects

Heather Hahn
Development Associate

John Hannafin
Assistant Coach, Women's Basketball

Kevin G. Hardy
Senior Graphic Designer

Heather Hartner
Senior Advisor to the Executive Vice President

Bryan R. Hay
Senior Writer and Medial Relations Associate

Jalen Hayes
Assistant Coach, Men's Basketball

Stephanie A. Hayes
Senior Executive Director, Campaign & Advancement Operations

Terrence Haynes
Assistant Director, Residence Life

Allyson Heard
Asst Director Annual Giving - Student & Young Alumni

Kevin J. Heil
Lieutenant, Public Safety

Jill E. Heilman
Associate Director, Academic Resource Hub

Alexandra M. Hendrickson
College Chaplain & Director of Religious and Spiritual Life

Katherine Hennessey
Asst Director Student-Athlete Success

Adeliani Hernandez
Assistant Supervisor, Custodial Services

Brian M. Herr
Assistant Women's Soccer Coach

Alicia Herzog
Assistant Manager, Events and Innkeeper

Susan Herschlag

Administrative Coordinator

Emma Hetrick
College Writing Program Coordinator

Wendy Hill
Director, Hanson Center

Eileen Hoban
Nurse

Gabby Hochfeld
Asst Dir Intercultural Dev/Coord for Gender and Sexuality Pgms

Peter R. Hoernle
IT Infrastructure Manager

Kara M. Howe
Registrar

Nicholas Hreshko
Asst Coach, Men's Lacrosse

David Huber
Print and Mail Services Manager

Edward J. Hudock
Instructional Technology Systems Engineer

Alexis Hughes
Assistant Director, Forensics

Scott R. Hummel
Professor and William A. Jeffers Director of the Engineering Division

Thomas Iannelli
Procurement Director

Mary E. Jackson
Director of Sponsored Research

Benjamin G. Jahre
Collection Development Strategist

Amy Jerkovich
IAM Analyst

Alan R. Johnson
Desktop Engineer

Anthony Johnson
Assistant Coach Football

Edward Jones
Coordinator of Aquatics and Recreational Programs

Robert N. Jones
Systems Administrator

Jaspreet Kahlon
Financial Systems Analyst

Jason M. Kalb
Enterprise Application Administrator / DBA

Tingting Kang
Director of English for Academic Purposes Center

Lisa A. Karam
Coordinator and Program Manager, Engineering Department

Julie Katz
Administrative Coordinator, International Affairs and Africana Studies

Jill T. Kauffman
Benefits Specialist, Human Resources

Stephen M. Kauth
Supervisor, General Trades

Brian Keifer
Network Systems Administrator

Rochelle A. Keesler
Director, Study Abroad Office

Larissa Kelleher
Assistant Director, Counseling Center

Richard J. Kelliher
Head Crew Club Coach

Scott Kennedy
Director of Facilities Operations

Marta Kepka
Director of Arts Marketing

Nicholas P. Kiel
Senior Financial Analyst

Megan L. Kintzer
Senior Director, Donor Relations

Christian Kiselica
Head Coach, Volleyball

Tabitha Klaus
Director of Operations and Patron Services

Jared Klimas
User Services Specialist

Amy Klotz
Director of Academic Operations

Chris J. Koch

Director, User Services

David W. Kovach
Assistant Supervisor, Grounds

Kate Kresge
Assistant Director of Student Accounts

Stephen Kushner
Associate Director of Annual and Leadership Giving

Geoffrey Labe
Business Services Assistant Vice President

Philip J. LaBella
Director, Athletic Communications

Benjamin W. Landis
Associate DIrector, Annual & Leadership Giving

Celeste Langen
Associate Director of Donor Relations

Holly L. Lantos
Assistant Vice President, Budget & Analytics

Tim Laquintano
Dean of Arts, Humanities and Interdisciplinary Programs

Cristie M. Lazart
Director of Human Resources / Benefits

Alexis Leon
Assistant Director, Experiential Learning

Fallyn Lee
Staff Psychologist

Ellen C. Leslie
Executive Assistant to the President, President's Office

Jonathan Li
Teaching Support Specialist

Marat Litvan
Senior Enterprise Application Administrator & DBA

Thomas J. Lochner
Assistant Coach Women's Basketball

Kelly Luczkowiak
Assistant Director for Internal and Community Communications

Ryan Luke
Assistant Coach Baseball

Maurice S. Luker
Executive Director of Foundation, Corporate and Government Relations

Sarah Lumi
Alumni Research, Event & Budget Manager

Jonathan Macasevich
User Services Specialist

Adam MacHose
Campus Technology Coordinator and Instructor, Film and Media Studies

Andrew J. Maciula
Production Manager, Williams Center for the Arts

Dale R. Mack
Print Production Manager / Graphic Designer

Shelby M. Maguire
Director of Financial Aid

Anna Malantonio
Digital Initiatives Developer

Kathleen Maloney
Visitation Coordinator

Grace E. Marchena
Associate Director, Admissions

Mayra A. Marquez
Staff Accountant-Restricted Fund & Investment Accounting

Brittany Martin
Director of Content Strategy and Admissions Marketing

Karmen Matuske-Brown
Director, Student Advocacy & Prevention

Rebecca McCall
Research & Instruction Librarian

Genamarie McCant
Social Media Manager

Kathleen McConnell
Head Coach, Women's Lacrosse

Michael McGarvey
Head Coach, Men's Basketball

Michael B. McGeary
Assistant Supervisor, Special Events & Warehouse

Annie McGuinness
Assoc Director of Alumni Engagement

James P. Meyer
Associate Director and Chief of Police

Robert J. Meyer

Manager, Off-Campus Properties

Allen Miller
Head Baseball Coach

Vaughn E. Miller
Desktop Engineer

Steven M. Molinaro
Manager, Financial Information Systems

Sarah Morgan
Program Manager

Chelsea Morrese
Executive Director, Community Engagement, Director, Landis Center

Brandon D. Morris
Sophomore Class Dean

Scott D. Morse
Assistant Vice President for Communications and Marketing

Grace Moser
Presidential Fellow

Julie A. Mule
Senior Associate Director of Residence Life

Lynne A. Murray
Manager of Admissions Operations & Technology

Laura Mutchler
Financial Systems Analyst

Patrick J. Myers
Head Coach, Men's Lacrosse

Delicia Nahman
Director of Sustainability

Michael Nass
Project Manager, ITS

Donavan Nathaniel
Assistant Coach, Football

Mary Neuenschwander
Director of Alumni Relations

Kenneth J. Newquist
Director of Application and Integration Development

Susan L. Newquist
Associate Director of Admissions

James Nicnick
Sr. Web Developer

Tiffany A. Nish
Associate Athletic Trainer

Tyler Noll
Assistant Coach/Video Coordinator Football

Cynthia Notaroberto
Administrative Coordinator, Film and Media Studies

Charlotte L. Nunes
Dean of Libraries

Mary Ellen Nunes
Assistant Director of Development Data Solutions and Research

Kacey Oberlander
Asst Director, Events & Hospitality

Sean O'Brien
Assistant Coach, Men's Basketball

Ellen J. O'Malley
Web and Print Designer

Michael Oliver
Library Systems and Technology Manager

Alexander E. Owens
Technical Director, Theater

Emily Palazzo
Event Support Associate

Joshua Parr
Food and Farm Manager

Darrell L. Parry
Asst. Store Manager

Nadda N. Pavlinsky
Staff Assistant, Facilities Operations

Joel V. Pearce
Director of Technical Services and Systems, Libraries

Vanessa Pearson
Director of Student Involvement

Asmita C. Pendse
Assistant Director, Counseling Center

Angela Perkins
Research and Instruction Librarian

Rebecca Pichetto
Divisional Operations Manager, Enrollment

Polly Piergiovanni
Interim Director - CITLS

Jennie Pinho
Lab Instructor and Instrument Support Specialist, Chemistry / Geology

Henry Scott Placke
Sr. Director of Forensic Activities

Jerome Pleiss
Assistant Director Equipment Services

Stephen M. Plunkett
Director of Strength & Conditioning

Paulette R. Poloni
Executive Director IT Operations

Jody Poniatowski
Executive Assistant to the General Counsel

Amy Porter
Director of Strategic Partnerships and Senior Development Officer

Bruce B. Potts
Assistant Director of Athletic Peak Performance

Nicole Prestiano
Assistant Coach of Women's Lacrosse

Michelle L. Pretopapa
Associate Director of Financial Aid

Ana Ramirez Luhrs
Co-Director of College Archives & Distinctive Collections

Yalina Ramos
Admissions Counselor

Vincent Ramunni
Assistant Director, Academic Resource Hub

Jessica Redding
Psychology Lab Coordinator

Judith A. Reed
Budget Manager

Meghan Reese
Asst Coach, Field Hockey

Timothy J. Reilly
Head Coach, Baseball

Colton E. Reinholtz
Assistant Coach, Volleyball

Zachary Rentschler
Network Administrator

Lisa Y. Rex
Director of Human Resources / Employment Specialist

Ricardo Reyes
Director of Galleries

Grace E. Reynolds
Acting Associate Dean of Students/Director of Residence Life

Theresa K. Richter
Director, Events and Hospitality

Caroline Riepenhoff
Sr. Assoc. Athletic Director for Student Athlete Success/Sr. Women's Admin.

Michael Rinde
Asst Coach, Swimming & Diving

Saiyid A. Rizvi
Administrative Sabbatical

Gabriel J. Robinson
Associate Head Coach, Men's Soccer

Jamarra Robinson
Asst Coach, Women's Basketball/Recruiting Coordinator

Kaylan Rodriguez
Admissions Counselor

Ryan Roeder
Assistant Coach Football

Sandra Rogers
Assistant Director

Debbora Romig
Director of Student Accounts

Grace Royer
Assistant Director Athletic Communications

John N. Sabino
Video Production Manager

Michael Saint Germain
Assistant Coach Football

J. Gail Salter
Lab Coordinator, General Chemistry

Joseph E. Samaritano
Sr. Assoc Athletic Director for Advancement

Katherine Santoro
Director of Presidential & Major Gift Stewardship

Mark Sapara
Associate VP, Student Life and Senior Advisor to VP, Student Life

Jade L. Saybolt
Associate Director, Admissions

Monica Saylor
Executive Assistant

Maura Schimp
Assistant Field Hockey Coach

Jodi D. Schluter
Director of Health Services

Brent Schnell
Audio/Visual Systems Engineer

Geoffrey G. Schoeneck
Disbursement Manager

Renee Scholtz
HRIS Manager

Melissa A. Schultz
Director, Strategic Projects and Gateway Career Counselor

Michael W. Scott
Assistant Cross Country and Track & Field Coach

Alma R. Scott-Buczak
Associate Vice President for Human Resources

Jeffrey Sejour
Assistant Coach Football

Christopher Selena
Associate Dean of Advising & Co-Curricular Programs, Sr. Class Dean

Andrew T. Seumalo
Assistant Coach Football

Rebecca Shafer
Assistant Director, Gateway Career Center

Catherine J. Shankweiler
Database & Special Projects Coordinator

Scott Shelley
Lab Coordinator, Physics

Michael Shiffert
Director of Equipment Services

Dawn M. Sisson
Payroll Administrator

Adam Smith
Electronic Systems & Robotics Lab Specialist

Alexis Smith
First Year Class Dean

David Smith
Steam Plant Supervisor

Millicent Smith
Academic Project Coordinator

Samantha Smith
Sustainability Outreach and Engagement Manager

Walter Snipes
Dean of Students

Jill E. Snyder
Associate Director, Facilities Finance

Marvin Snyder
Supervisor, Engineering

Ryan D. Snyder
Business ServicesOperations Director

Jill L. Spotz
Director of Development Communications

Michael Statham
Head Women's Soccer Coach

Abigail Steinly
Assistant Director, Donor Relations

Christine Stewart
Executive Assistant, Office of Inclusion

Elaine M. Stomber
Co-Director of College Archives & Distinctive Collections

Jennifer J. Stone
Head Field Hockey Coach

Martha L. Sullivan
Director of Academic Research Hub

Michael Summers
Associate Vice President, Gateway Career Center

Ujjwal Suratwala
Data Analyst

Hannah E. Tatu
User Services Specialist

William G. Thompson
Director of Digital Infrastructure

Nicole Tipton
Assistant Director, Alumni Engagement

James Toia
Director, Community Arts Program

Christiane C. Tomik
Senior Associate Director, Alumni Relations

Ryan Taylor
Admissions Counselor

Simon T. Tonev
Director of Institutional Research

Aimee Torrisi
Administrative Coordinator, Board of Trustees and Regional Councils

Mary T. Toulouse
Director, Language Resource Center

Tammy Trach
Human Resources Administrator

Jeffrey E. Troxell
Director of Public Safety

John Troxell
Head Coach Football

Ralph C. Van Ormer
Head Tennis Coach

Marlene Vant Hoogt
Executive Assistant to the Provost

Stella Varkanis
Writer and Copy Editor

Katie VanSyckle
Environmental Health & Safety Specialist

Peter Violante
College Store Manager

Priya Vin
Director of Volunteer & Team Engagement

Carl F. Waldbieser
Senior IAM Engineer

Joshua Walker
Sr. Assoc Director, Employer Relations & Outreach

Laura L. Wallace
Assistant Director, Gateway Career Center

Maureen Walz Boehmer
Director, Special Programs

Kimberly Weatherly
Executive Director, Office of Inclusion

Jeffrey J. Weed
Supervisor of Grounds

Billie L. Weiss
Ticket and Promotions Manager

Tyler Weiss
Assoc Dir, Rec Services for Fitness

Tina M. Werkheiser
Senior Applications Analyst

Todd Werkheiser
Custodial Supervisor

Zachary Whitney
Asst Director of Admissions

Kelly Widener
Assistant Athletic Director for Compliance

Lori L. Wiesner
Office Manager, Investment Division

Mary Wilford-Hunt
Senior Associate Director of Corporate, Foundation, and Government Relations

Allison Williams
Assoc Director Student Involvement

Nancy L. Williams
Assistant to the Provost

John Wilson
Lab Coordinator

Margaret Wilson
Marketing Writer

Lijuan Xu
Dir of Research & Instructional Services

Timothy Yale
Integrations Architect

Karen Yaskanin-Jones
HR & Tuition Specialist

Sarah Ye
Administrative Coordinator

Sarah M. Yencha
Project Director, Dean of the College

Darlene A. Yost
Payroll Administrator/Students

William Yox
Desktop Engineer

Trevor Zampese
Environmental Health & Safety Specialist

Victoria Zandier
Event Support Associate

Abigail Zea
Admissions Counselor

Li Zhao
Investment Director

Nora L. Zimmerman
Digital Archivist & Repository Librarian

Non-Discrimination and Equal Opportunity Policy

Lafayette College does not discriminate on the basis of race, color, national or ethnic origin, disability, religion, age, military or veteran status, sex, sexual orientation, gender identity or expression, marital or familial status, pregnancy, genetic information, or any other characteristic protected by law in its educational programs and activities, admissions, or employment, as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VI and Title VII of the Civil Rights Act of 1964, and other applicable laws and College policies.

DISCLAIMER

Lafayette College reserves the right in its sole judgment to amend any policy or program described herein without prior notice to persons who might thereby be affected. At its sole option, the College may suspend or eliminate courses, academic departments, or degree programs; change curricular offerings, graduation requirements, and regulations on standing of students, alter its class schedule and academic calendar; or make changes of any nature whenever in its judgment such changes are desirable for any reason. The provisions of this publication are not to be regarded as an irrevocable contract between the College and the student. Payment of tuition or attendance at any classes shall constitute acceptance by the student of the College's rights as set forth in this paragraph.

EQUITY IN ATHLETICS DISCLOSURE

Equity in Athletics Disclosure Act (EADA) Statement: In response to federal law, the "Equity in Athletics Disclosure Act" (EADA), Lafayette has prepared an annual report covering the prior year which contains financial information, rates of participation, and other data related to women's and men's athletic programs. A copy of this report will be available for review after October 1st on the web at http://ope.ed.gov/athletics/ or http://www.goleopards.com/compliance/lafa-compliance.html. In accordance with the law, Lafayette is informing all students and potential students of the availability of the information contained in the report, and will provide a copy of the EADA Report to students, potential students, and the public, upon their request.

INDEXNO INDEX ENTRIES FOUND.