



U**ALBANY**

State University of New York

# UNDERGRADUATE BULLETIN 2018-2019



# *Undergraduate Bulletin 2018-2019*

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# Fall 2018 Academic Calendar

Friday, August 24	Opening Convocation
Monday, August 27	Fall 2018 Degree Application Submission Available for UNDERGRADUATE & GRADUATE students. Those students who expect to complete degree requirements by the official degree conferral date (12/22/2018) must apply via MyUAlbany. <b>Classes begin at 8:00 am</b> First day for non-UAlbany students to cross-register for UAlbany courses
Tuesday, August 28	Late registration begins. Late registration fee charged.
Wednesday, August 29- Thursday, August 30	UUP eligible students using the UUP Employee Tuition Waiver may register for/add 8 Week 1 course
Thursday, August 30	Last day to add 8 Week 1 course without permission of instructor via MyUAlbany (no permission number required)
Friday, August 31- Tuesday, September 4	UUP eligible students using the UUP Employee Tuition Waiver may register for/add semester length course
Sunday, September 2	Last day to drop semester length and 8 Week 1 courses with 0% financial liability
Monday, September 3	<b>Classes Suspended</b> Labor Day
Tuesday, September 4	<b>Classes Resume at 8:00 am</b> Last day to drop 8 Week 1 course without receiving a “W” Last day to add 8 Week 1 course with permission of instructor via MyUAlbany (permission number required). Last day to add semester length course without permission of instructor via MyUAlbany (no permission number required)
Sunday, September 9	Last day to drop semester length courses with 30% financial liability Last day to drop 8 Week 1 courses with 60% financial liability
Monday, September 10	<b>Classes Suspended</b> Rosh Hashanah
Tuesday, September 11	Last day to drop semester length course without receiving a “W” <b>Classes Resume at 8:00 am</b> Last day of late registration for the semester Last day to formally audit semester length course Last day to add semester length course with permission of instructor via MyUAlbany (permission number required).
Sunday, September 16	Last day to drop 8 Week 1 courses with 80% financial liability Last day to drop semester length courses with 50% financial liability
Monday, September 17	100% financial liability for dropped 8 Week 1 courses
Wednesday, September 19	<b>Classes Suspended</b> Yom Kippur
Thursday, September 20	<b>Classes Resume at 8:00 am</b>
Sunday, September 23	Last day to drop semester length courses with 70% financial liability
Monday, September 24	100% financial liability for dropped semester length courses
Wednesday, September 26	Last day for GRADUATE students to drop 8 Week 1 course (“W” assigned)
Monday, October 1	Last day for UNDERGRADUATE students to drop 8 Week 1 course (“W” assigned) Last day for UNDERGRADUATE students to file S/U option or return to A–E grading for 8 Week 1 course
Tuesday, October 16	<b>Midterm Point</b> 8 Week 1 Final examination period begins
Wednesday, October 17	8 Week 1 Final examination period ends
Wednesday, October 17- Friday, November 16	<b>Advance Registration for Winter 2018-19 and Spring 2019 begins</b>
Wednesday, October 17	Last day of 8 Week 1 classes First day for Albany Law School students to cross-register for Spring 2019 UAlbany courses
Thursday, October 18	8 Week 2 classes begin at 8:00 am

*(continued on next page)*

# Fall 2018 Academic Calendar *(continued)*

Monday, October 22	Expected date that final grades for 8 Week 1 classes will be posted and available to students on MyUAlbany (by 12:00pm). Subject to change at any time. Please check Semester Deadline Announcements under the Academics tab in MyUAlbany for additional information. Students who are missing grades after this date should contact their instructors directly.
Monday, October 22- Tuesday, October 23	UUP eligible students using the UUP Employee Tuition Waiver may register for/add 8 Week 2 course
Tuesday, October 23	Last day to add 8 Week 2 course without permission of instructor via MyUAlbany (no permission number required) Last day for GRADUATE students to drop semester length course (“W” assigned)
Wednesday, October 24	Last day to drop 8 Week 2 courses with 0% financial liability
Thursday, October 25	Last day to add 8 Week 2 course with permission of instructor via MyUAlbany (permission number required). Last day to drop 8 Week 2 course without receiving a “W”
Wednesday, October 31	Last day to drop 8 Week 2 courses with 60% financial liability
Tuesday, November 6	Last day for UNDERGRADUATE students to file S/U option or return to A–E grading for semester length course Last day for UNDERGRADUATE students to drop semester length course (“W” assigned)
Wednesday, November 7	Last day to drop 8 Week 2 courses with 80% financial liability
Thursday, November 8	100% financial liability for dropped 8 Week 2 courses
Friday, November 9	Last day for students to make up incomplete grades from Spring 2018 or Summer 2018
Wednesday, November 14	Last day for GRADUATE students to drop 8 Week 2 course (“W” assigned)
Monday, November 19	Last day for UNDERGRADUATE students to drop 8 Week 2 course (“W” assigned) Last day for UNDERGRADUATE students to file S/U option or return to A–E grading for 8 Week 2 course
Wednesday, November 21- Sunday, November 25	<b>Classes Suspended</b> Thanksgiving Break
Monday, November 26	<b>Classes Resume at 8:00 am</b>
Saturday, December 1	Last day for dissertation and thesis submission for Fall 2018 graduation
Monday, December 10	Last day for UNDERGRADUATE students to withdraw voluntarily from the University and receive “W” grades <b>Last day of classes</b>
Tuesday, December 11	<b>Reading Day</b>
Wednesday, December 12	<b>Final examinations begin</b>
Tuesday, December 18	Fall 2018 UNDERGRADUATE and GRADUATE degree applications due — submit via MyUAlbany <b>Final examinations end</b> Please see information about degree conferrals and grading (below).
Friday, December 21	Expected date that final grades for 8 Week 2 classes and semester length classes will be posted and available to students on MyUAlbany (by 12:00pm). Subject to change at any time. Please check Semester Deadline Announcements under the Academics tab in MyUAlbany for additional information. Students who are missing grades after this date should contact their instructors directly.
Saturday, December 22	Official degree conferral date Fall 2018. <i>While degree clearance begins after the conclusion of final grading, it may take up to one month to complete the posting of all degrees. This timeline should be considered when ordering transcripts and submitting degree verifications. Please check your unofficial transcript to see when your degree has been awarded. Students with degree deficiencies will be contacted via their UAlbany email addresses. For additional information, please check Semester Deadline Announcements under the Academics tab in MyUAlbany.</i>

The above calendar is subject to change at any time by official action of the University at Albany. The most up-to-date copy will be located on the Registrar’s webpage at [www.albany.edu/registrar](http://www.albany.edu/registrar)

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# Spring 2019 Academic Calendar

Wednesday, January 2	Spring 2019 Degree Application Submission Available for UNDERGRADUATE & GRADUATE students. Those students who expect to complete degree requirements by the official degree conferral date (5/19/2019) must apply via MyUAlbany.
Wednesday, January 23	<b>Classes begin at 8:00 am</b> First day for non-UAlbany students to cross-register for UAlbany courses
Thursday, January 24	Late registration begins. Late registration fee charged.
Friday, January 25- Monday, January 28	UUP eligible students using the UUP Employee Tuition Waiver may register for/add 8 Week 1 course
Monday, January 28	Last day to add 8 Week 1 course without permission of instructor via MyUAlbany (no permission number required)
Tuesday, January 29	Last day to drop semester length and 8 Week 1 courses with 0% financial liability
Tuesday, January 29- Wednesday, January 30	UUP eligible students using the UUP Employee Tuition Waiver may register for/add semester length course
Wednesday, January 30	Last day to add 8 Week 1 course with permission of instructor via MyUAlbany (permission number required). Last day to add semester length course without permission of instructor via MyUAlbany (no permission number required) Last day to drop 8 Week 1 course without receiving a “W”
Tuesday, February 5	Last day to add semester length course with permission of instructor via MyUAlbany (permission number required). Last day to drop 8 Week 1 courses with 60% financial liability Last day to formally audit semester length course Last day to drop semester length courses with 30% financial liability Last day of late registration for the semester Last day to drop semester length course without receiving a “W”
Tuesday, February 12	Last day to drop 8 Week 1 courses with 80% financial liability Last day to drop semester length courses with 50% financial liability
Wednesday, February 13	100% financial liability for dropped 8 Week 1 courses
Friday, February 15	Spring 2019 UNDERGRADUATE degree applications due-submit via MyUAlbany
Tuesday, February 19	Last day to drop semester length courses with 70% financial liability Last day for GRADUATE students to drop 8 Week 1 course (“W” assigned)
Wednesday, February 20	100% financial liability for dropped semester length courses
Friday, February 22	Last day for UNDERGRADUATE students to drop 8 Week 1 course (“W” assigned) Last day for UNDERGRADUATE students to file S/U option or return to A-E grading for 8 Week 1 course
Monday, March 11	<b>Midterm Point</b> 8 Week 1 Final examination period begins
Monday, March 11- Monday, April 15	<b>Advance Registration for Summer 2019 and Fall 2019 begins</b>
Monday, March 11	First day for Albany Law School students to cross-register for Fall 2019 UAlbany courses
Tuesday, March 12	8 Week 1 Final examination period ends Last day of 8 Week 1 classes
Wednesday, March 13	8 Week 2 classes begin at 8:00 am
Friday, March 15	Expected date that final grades for 8 Week 1 classes will be posted and available to students on MyUAlbany (by 12:00pm). Subject to change at any time. Please check Semester Deadline Announcements under the Academics tab in MyUAlbany for additional information. Students who are missing grades after this date should contact their instructors directly. Spring 2019 GRADUATE degree applications due — submit via MyUAlbany
Friday, March 15- Monday, March 25	UUP eligible students using the UUP Employee Tuition Waiver may register for/add 8 Week 2 course
Saturday, March 16- Friday, March 22	<b>Classes Suspended</b> Spring Break

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# Spring 2019 Academic Calendar *(continued)*

Tuesday, March 19	Last day to drop 8 Week 2 courses with 0% financial liability
Saturday, March 23	<b>Classes Resume at 8:00 am</b>
Monday, March 25	Last day to add 8 Week 2 course without permission of instructor via MyUAlbany (no permission number required) Last day for GRADUATE students to drop semester length course (“W” assigned)
Tuesday, March 26	Last day to drop 8 Week 2 courses with 60% financial liability
Wednesday, March 27	Last day to add 8 Week 2 course with permission of instructor via MyUAlbany (permission number required). Last day to drop 8 Week 2 course without receiving a “W”
Tuesday, April 2	Last day to drop 8 Week 2 courses with 80% financial liability
Wednesday, April 3	100% financial liability for dropped 8 Week 2 courses
Friday, April 5	Last day for students to make up incomplete grades from Fall 2018 or Winter 2019
Monday, April 8	Last day for UNDERGRADUATE students to drop semester length course (“W” assigned) Last day for UNDERGRADUATE students to file S/U option or return to A–E grading for semester length course
Tuesday, April 16	Last day for GRADUATE students to drop 8 Week 2 course (“W” assigned)
Friday, April 19	Last day for UNDERGRADUATE students to drop 8 Week 2 course (“W” assigned) <b>Classes Suspended at 2:35 pm</b> Passover Last day for UNDERGRADUATE students to file S/U option or return to A–E grading for 8 Week 2 course
Saturday, April 20	<b>Classes Suspended</b> Passover
Sunday, April 21	<b>Classes Suspended</b> Easter
Monday, April 22	<b>Classes Resume at 12:35 pm</b>
Wednesday, May 1	Last day for dissertation and thesis submission for Spring 2019 graduation
Wednesday, May 8	<b>Last day of classes</b> Last day for UNDERGRADUATE students to withdraw voluntarily from the University and receive “W” grades
Thursday, May 9	<b>Reading Day</b>
Friday, May 10	<b>Final examinations begin</b>
Thursday, May 16	<b>Final examinations end</b> Please see information about degree conferrals and grading (below).
Friday, May 17– Sunday, May 19	Spring 2019 Commencement Weekend
Sunday, May 19	Official degree conferral date Spring 2019 <i>While degree clearance begins after the conclusion of final grading, it may take up to one month to complete the posting of all degrees. This timeline should be considered when ordering transcripts and submitting degree verifications. Please check your unofficial transcript to see when your degree has been awarded. Students with degree deficiencies will be contacted via their UAlbany email addresses. For additional information, please check Semester Deadline Announcements under the Academics tab in MyUAlbany.</i>
Tuesday, May 21	Expected date that final grades for 8 Week 2 classes and semester length classes will be posted and available to students on MyUAlbany (by 12:00pm). Subject to change at any time. Please check Semester Deadline Announcements under the Academics tab in MyUAlbany for additional information. Students who are missing grades after this date should contact their instructors directly.

The above calendar is subject to change at any time by official action of the University at Albany. The most up-to-date copy will be located on the Registrar’s webpage at [www.albany.edu/registrar](http://www.albany.edu/registrar)

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# About the University

## Bulletin Guide

**Unless otherwise noted, the information provided in this bulletin should be utilized in the following manner:**

Academic regulations are in effect for all students during 2018-2019.

The general degree requirements and requirements for majors and minors are effective for students who matriculate during 2018-2019.

The University at Albany does not discriminate on the basis of race, ethnicity, color, national origin, religion, age, sex, sexual orientation, gender identity, gender expression, disability, public assistance status, veteran status or any other basis made unlawful by Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 or any other applicable law, ordinance, or regulation. Inquiries concerning this policy should be directed to The Office of Diversity and Inclusion.

The calendars, curricula, and fees described in this bulletin are subject to change at any time by official action of the University at Albany.

For questions about the Undergraduate Bulletin, please contact The Office of the Vice Provost for Undergraduate Education.

**Final approval of any pending proposals for fall implementation will be announced in the online version of this Bulletin Guide during the Fall 2018 semester: [https://www.albany.edu/undergraduate\\_bulletin](https://www.albany.edu/undergraduate_bulletin).**

### *Summary of some changes for 2018-2019 in this Bulletin:*

- New BA/MIA in Political Science/International Affairs
- New BA/MIA in Public Administration and Policy/International Affairs
- New BS/MS Human Development/Educational Psychology and Methodology
- New BS/MS Human Development/Special Education and Literacy II
- New Global Distinction Milestone in Center for International Education and Global Strategy
- Requirements for Communication B.A.
- Requirements for Emergency Preparedness, Homeland Security and Cybersecurity
- Requirements for Environmental Science B.S.
- Requirements for Human Biology B.S.
- Requirements for Human Development B.S.
- Requirements for Informatics B.S.
- Requirements for Physics B.S.
- Requirements for Political Science B.A.
- Requirements for Public Administration and Policy B.A.
- Requirements for Public Health B.S.
- Requirements for Religious Studies B.A.
- Requirements for Social Welfare B.S.
- Requirements for Theatre B.A.
- Requirements for minors in Emergency Preparedness, Homeland Security and Cybersecurity; Film Studies; Informatics; Religious Studies
- Department of Information Science merges with College of Emergency Preparedness, Homeland Security and Cybersecurity
- Time limits for initiating University level consideration for grievances
- Timeline for Exceptions for Course Withdrawal Deadline
- Timeline for Exceptions for Course S/U Deadline

### *Errata*

Any corrections to this version of the 2018-2019 Undergraduate Bulletin are included in the online version of the Bulletin Guide: [https://www.albany.edu/undergraduate\\_bulletin](https://www.albany.edu/undergraduate_bulletin).

## The Office of the Vice Provost and Dean for Undergraduate Education

In addition to publishing the Undergraduate Bulletin each academic year, the Office of the Vice Provost and Dean for Undergraduate Education is responsible for the coordination of the academic experience of undergraduate students at this University. The Vice Provost works closely with the deans and faculty of the individual schools and colleges and with the Undergraduate Academic Council in developing, coordinating, and implementing undergraduate academic policy and curricula as well as actively promoting undergraduate opportunities in applied learning such as research and internships. The Vice Provost oversees the Office of Undergraduate Education, the Honors College, the Center for Undergraduate Research and Creative Engagement (CURCE), the General Education Program, the Writing and Critical Inquiry Program, the Office of Transfer Student Services, the Student Engagement Initiative, the Center for Achievement, Retention, and Student Success (CARSS), and the Academic Support Center.

The Office of the Vice Provost for Undergraduate Education also provides coordination of and advisement for: independent study; student-initiated interdisciplinary majors and minors; interdisciplinary courses; and the New York State Senate and Assembly Internship as well as other University-wide internships. The Office coordinates with the Office of Access and Academic Enrichment, the Office of Undergraduate Admissions, the Registrar's Office, and other University offices to implement changes in academic policies and curricula.



The Office provides assistance and counseling to undergraduate students who are contemplating leaving the University, who are seeking to take a Leave for Approved Study at another college or university, or who wish to re-enter the University after having been away for a semester or more. It also coordinates the Degree in Absentia process.

Visit the Undergraduate Education website for details about programs and services and for copies of relevant forms as well as petitions for exceptions to academic policies: [www.albany.edu/undergraduateeducation/](http://www.albany.edu/undergraduateeducation/).

The Vice Provost is eager to facilitate help for all students who wish to explore academic issues and concerns. Students may contact the Office of the Vice Provost and Dean for Undergraduate Education by visiting Lecture Center 30, by calling (518) 442-3950, or by email to [UGEducation@albany.edu](mailto:UGEducation@albany.edu).

## Schools and Colleges

Undergraduate study is offered through the faculties of each of the separate schools and colleges comprising the University.

*The College of Arts and Sciences* provides all undergraduates with study in most of the disciplines within the liberal arts and sciences. Those students wishing to explore many of these areas in depth may become majors within the college. Graduates of the College of Arts and Sciences may apply for graduate-level teacher certification programs in the School of Education.

*The School of Business* offers programs in accounting, business administration, and digital forensics as well as a Bachelor of Science in Interdisciplinary Studies with a faculty-initiated concentration in financial market regulation. Admission to these programs is competitive, open only to the best-qualified students and including specific courses outlined in the School of Business section of this bulletin.

*The School of Criminal Justice* offers a multidisciplinary degree program, focusing on the study of criminal behavior and society's response to it. Admission to this major is highly competitive, and students must complete specific requirements before applying for admission.

*The School of Education* offers a B.S. in Human Development and minors in Leadership and in Educational Studies. It also offers courses for undergraduates who are interested in education-related careers. College of Arts and Sciences undergraduate majors may apply to teacher certification programs at the graduate level.

*The College of Emergency Preparedness, Homeland Security and Cybersecurity*, founded in May 2015, offers academic programs to give students the knowledge and skills to prepare for, protect against, respond to, and recover from a growing array of natural and man-made risks and threats in New York State and around the world. In June 2016, an undergraduate major in Emergency Preparedness, Homeland Security and Cybersecurity was registered. Depending on the concentration, the program leads to a B.A. or a B.S. and provides students with a broad overview of these three fields and develops critical thinking skills and subject area knowledge of public policy, management and risk analysis. The College also offers a minor in Emergency Preparedness, Homeland Security and Cybersecurity. Both a major and a minor in Informatics are also housed within the College.

*The College of Engineering and Applied Sciences* combines strong technical education and research with an application-oriented perspective. It is composed of the departments of Electrical and Computer Engineering, Computer Science, and Environmental and Sustainable Engineering. The College offers several majors and minor programs, including degrees in Computer Science as well a degree in Computer Engineering.

*The School of Public Health* offers an undergraduate minor in Public Health and two Bachelor of Science degrees in Interdisciplinary Studies, one with a faculty-initiated concentration in Public Health and one with a faculty-initiated concentration in Bio-instrumentation. The field of public health addresses issues such as bioterrorism, violence prevention, health disparities, and obesity; prevents epidemics and the spread of disease; protects against environmental hazards; prevents injuries, promotes and encourages healthy behaviors; responds to disasters and assists community recovery; and assures the quality and accessibility of health services.

*The Nelson A. Rockefeller College of Public Affairs & Policy* offers undergraduate degree programs in political science and public policy and management. These programs focus on issues of politics, public policy, and management in the public service in the local, state, federal, and international arena. Students have several concentrations to select from in both majors.

*The School of Social Welfare* offers a combined major and minor sequence that prepares students for beginning social work. This program serves the liberal education

needs for students interested in the social sciences and human services professions. Admission to this major is competitive, and students have to complete specific requirements before applying for admission.

*The Interdisciplinary Studies Committee* of the Undergraduate Academic Council works with the academic colleges and schools to develop and approve Interdisciplinary Studies majors with faculty-initiated concentrations and interdisciplinary minors. The approval of student-initiated Interdisciplinary Studies majors and interdisciplinary minors is also under the jurisdiction of this committee. In addition, the committee recommends and monitors University-wide independent study, internships, special projects, and interdisciplinary topics courses.

## About the University

Havidán Rodríguez, President

Located in New York's capital city, the University at Albany is the premier public research University in the Capital Region and offers more than 17,600 students the expansive opportunities of a large university in an environment designed to foster individual success.

## Academic Excellence

Students choose from over 150 undergraduate programs and more than 125 graduate programs that prepare them to succeed in a wide range of fields.

In every area of study, students are instructed by faculty who are world-class scholars and teachers — many actively engaged in life-enhancing research that contributes profoundly to the public good. As mentors, they provide numerous student-research opportunities at both the undergraduate and graduate levels, inspiring students to advance their skills and aspirations.

## Nationally Renowned Programs

The excellence of a UAlbany education is recognized by many independent sources. UAlbany is ranked among the top universities in Forbes' "America's Best Public Colleges," and U.S. News & World Report consistently ranks many of our graduate programs among the top 50 in the United States, including clinical psychology, criminal justice, library and information studies, public affairs, public health, sociology, and social work.

## Strategic Location

The Capital Region of New York State has the highest employment rate in Upstate New York, and is home to bustling industries like government, technology, business, healthcare and education. The University's location provides students with limitless opportunities for internships and public service through which they gain experience, test their skills, and prepare to launch successful careers.

The area is also a vibrant center for culture and entertainment. Among its attractions are the New York State Museum and Library and the Times Union Center, a major Northeast entertainment and sports venue. Close by are the Berkshire, Catskill, and Adirondack Mountains, as well as Saratoga Springs, areas famed for recreational and cultural opportunities. The University is only two hours from NYC, Boston and Montreal.

## Career Preparation

UAlbany prepares students to pursue careers in a wide range of professions and enter top graduate, law, and medical schools. Students have access to internships and career preparation in every field, including Fortune 500 businesses, plus early assurance options with Albany Medical Center and a unique partnership with Albany Law School. Recent additions to the University's academic offerings include some of the most in-demand programs today, such as computer engineering, homeland security, emergency preparedness, digital forensics, financial market regulation, and public health.

## Global Perspectives

In today's world, global awareness and knowledge are crucial to success in business, education, research, and public policy. At UAlbany students can expand their world view with more than 1,000 study abroad programs available through UAlbany and SUNY networks.

UAlbany's student body and faculty represent more than 100 nations. Their varied perspectives and life experiences greatly enrich the international dimensions of campus learning.

## 21<sup>st</sup> Century Facilities

State-of-the-art facilities support the excellence of the University's programs. The Life Sciences Research Building and Cancer Research Center offer laboratories and high-tech instruments that advance

learning and research in the sciences. The School of Business offers a world-class learning and entrepreneurial environment.

## A Vibrant and Engaged Community

Public engagement is deeply embedded in the University's culture, and those efforts have earned national recognition. More than 7,400 students perform some kind of community service either through courses or personal volunteerism.

UAlbany offers 250-plus student-run clubs and organizations — everything from pre-professional organizations to Ultimate Frisbee and everything in between.

## An Alumni Network 176,000+ Strong

Since its founding in 1844, UAlbany has graduated generations of leaders in all fields. Alumni include Monte and Avery Lipman, founders, CEO, and COO of one of the world's premier recording labels (Jesse J, Florida Georgia Line, Drake), Republic Records; Secretary of the Army John McHugh; and trailblazing neuroscientist Sheila Nirenberg, winner of a MacArthur Foundation "Genius Grant." Today UAlbany has a global network of more than 176,000 alumni making a difference around the world.

## Intercollegiate Athletics

UAlbany's intercollegiate athletics program, with 18 sports and 490 student-athletes competing at the NCAA Division I level, has achieved increasing success. UAlbany Athletics is a member of the America East Conference, Colonial Athletic Association (Football) and the Metro Atlantic Athletic Conference (Women's Golf).

## Accreditation

The University is chartered by the Board of Regents of New York State, which has registered all of its degrees and programs and fully approved its professional programs through the State Education Department. UAlbany is also a member of the Council of Graduate Schools in the U.S., and is fully accredited by Middle States Commission on Higher Education. UAlbany also holds specialized program accreditation from the following accreditors:

- American Chemical Society
- American Library Association
- American Psychological Association, Commission on Accreditation

- Association to Advance Collegiate Schools of Business
- Council for the Accreditation of Educator Preparation
- Council on Education for Public Health
- Council on Social Work Education
- National Association of School Psychologists
- Network of Schools of Public Affairs and Administration
- New York State Office of Professions
- Planning Accreditation Board

## Organization

The University enrolls students in nine degree-granting schools and colleges including its Colleges of Arts and Sciences, Engineering and Applied Sciences, and Emergency Preparedness, Homeland Security and Cybersecurity; the Nelson A. Rockefeller College of Public Affairs & Policy; and its Schools of Business, Criminal Justice, Education, Public Health, and Social Welfare. Both the Office of the Senior Vice President for Academic Affairs and Provost and the Office of the Vice President for Research work jointly with the academic units in curricular and research areas.

The Office of the Vice Provost for Undergraduate Education is responsible for the coordination of the academic experience of undergraduate students and works closely with the deans and faculty of the individual schools and colleges in developing, coordinating, and implementing undergraduate academic policy and curricula. Non-degree study at the undergraduate level is coordinated by the Office of General Studies.

## The Campuses

The **Uptown Campus**, the University's main campus, is located at 1400 Washington Avenue in Albany, and has been described as "a distinctive work of modern art." Designed in 1961-62 by renowned American architect Edward Durell Stone (1902-1978), the campus reflects Stone's signature style of bold unified design, expressed by its towers, domes, fountains, soaring colonnades and sweeping canopy. The result is dramatically different from the dispersed buildings and disparate architectural styles of most traditional university campuses.

A consistent flow of new construction has expanded the Uptown Campus in the last decade, adding new science and art facilities and administration building. A new home for the School of Business, awarded

a LEED gold rating from the U.S. Green Building Council, opened in the fall of 2013. Expansion and major renovations have completely refurbished the University's Entry Plaza, main fountain and 20-story Carillon, with a major expansion of the Campus Center recently completed.

The Uptown Campus also features the Performing Arts Center, boasting several theatres, recital halls, and rehearsal instructional space; the University Art Museum, one of the finest regional museums in the Northeast; and the New York State Writers Institute, a broad educational base for readers and writing students promoting the literary arts.

Each of four residence quadrangles on the Uptown Campus house approximately 1,200 students and include eight, three-story halls and a 23-story tower. Each quadrangle includes lounges, recreational areas and dining facilities. Nearby, Freedom Apartments has apartment-style living, and Empire Commons provides single-room apartment-style living for 1,200 students. Liberty Terrace, an architecturally award-winning, environmentally friendly living complex, provides another 500 apartment-style beds. Housing is also available on Alumni Quadrangle, located near the Downtown Campus.

Other special facilities on the Uptown Campus include a National Weather Service meteorological laboratory, a linear accelerator for physics research, and a cutting-edge data center that supports high-performance computing and networking. The hub of student activity is the Campus Center. It includes lounges, meeting and dining rooms, a ballroom, exercise classrooms, banking facilities, a convenience store, a Barnes & Noble bookstore, and a variety of both fast-food and healthy food options in an expansive food court.

Outdoor recreational facilities include lighted tennis courts, basketball and volleyball courts, and several multipurpose playing areas, including a multi-use synthetic turf field for student recreational and intramural use.

Indoor athletic facilities are dominated by the SEFCU Arena. With an arena seating capacity of nearly 4,800, the facility is home to NCAA Division I Great Dane basketball, and also houses a running track, a modern fitness center, a fully equipped athletic training complex with whirlpools and other rehabilitative equipment, two main locker rooms, and several smaller team locker rooms. All facilities are handicapped accessible and have designated seating areas for handicapped spectators.

The Physical Education Center includes a pool, locker rooms, weight and wrestling rooms, a dance studio, and basketball, handball and squash courts.

A new 8,500-seat multi-sports stadium, home to football and men's and women's soccer, opened in the fall of 2013. The new home venue for UAlbany's championship track and field program opened in 2014. It features a nine-lane track surface and complete reconditioning of the natural turf infield for field events.

The **Downtown Campus**, located at 135 Western Avenue in Albany, is a classic Georgian-style complex that served from as the main campus from 1909-1966. It houses the Rockefeller College of Public Affairs & Policy, the School of Criminal Justice, and the School of Social Welfare, as well as the new College of Engineering and Applied Sciences, formerly known as the College of Computing and Information and the new College of Emergency Preparedness, Homeland Security and Cybersecurity.

The **Health Sciences Campus**, a former pharmaceutical complex purchased in 1996 and located at One University Place in Rensselaer, is one of the region's booming bioscience research and high-tech centers. Its academic anchor is the School of Public Health, and its research facilities include the Cancer Research Center, home to the Gen\*NY\*Sis Center for Excellence in Cancer Genomics and the Center for Functional Genomics.

## Libraries

Three campus libraries comprise the University Libraries, which house more than two million print volumes and provide access to hundreds of thousands of online resources. As a member of the Association of Research Libraries, University Libraries rank among the largest and most comprehensive research libraries in North America. Users from around the world access services and collections through the Libraries' online systems and website, [library.albany.edu](http://library.albany.edu). The Libraries offer a program of information literacy and user-education with instruction that ranges from a focus on traditional bibliographic access to collaborative classes integrated into the curriculum.

Two of the campus libraries, the University Library and the Science Library, are located on the Uptown Campus. The third, the Dewey Graduate Library, is on the Downtown Campus.

University Library contains the largest collection of circulating volumes, the Interactive Media Center, a collection of computer hardware and software that support the curriculum, and the Government Documents Collection, a selective depository for U.S. documents. The Science Library houses the M. E. Grenander Department of Special Collections and Archives. The Dewey Graduate Library supports graduate research in the fields of public affairs, public administration and policy, criminal justice, political science, social welfare, and information science and policy.

## Information Technology Services (ITS)

Information Technology Services offers a sophisticated IT environment commensurate with UAlbany's position as a nationally recognized comprehensive public research university. This environment includes an extensive array of technology systems, services, tools and training for students, faculty and staff. These resources are designed to enrich learning experiences and advance UAlbany's teaching, service, and research programs. ITS manages UAlbany's state-of-the-art data center.

For more information, visit the ITS website at [www.albany.edu/its](http://www.albany.edu/its). Requests for assistance can be directed to the ITS Service Desk. Submit a Help Request electronically at [www.albany.edu/its/svc\\_help.php](http://www.albany.edu/its/svc_help.php) or call (518) 442-3700.

**For more information concerning the rich history, traditions and achievements of the University at Albany, please visit the University's website: [www.albany.edu](http://www.albany.edu).**

# Undergraduate Admissions, Expenses and Financial Aid

## Undergraduate Admissions

Admission to the University is based on evidence of high school graduation or the equivalent, quality of high school program, record of achievement, and desirable personal characteristics without regard to age, sex, race, color, creed, disability, marital status, or national origin. The University welcomes inquiries from qualified high school students, students interested in transferring from another college or university, and adults who wish to begin or resume their undergraduate program.

Students who wish to obtain additional information about the University or the admission processes and policies described below should call (518) 442-5435 or email the Undergraduate Admissions Office at [ugadmissions@albany.edu](mailto:ugadmissions@albany.edu).

Group information sessions and tours are available during the week as well as many weekends when the University is in session. Please visit our website at [www.albany.edu/admissions/tour.php](http://www.albany.edu/admissions/tour.php) to view a list of available dates and make a reservation.

**Interviews:** A personal interview is not required as part of the admissions process. In exceptional cases, individuals for whom an interview is required will be notified.

**Application Procedure:** Admission to most programs is granted for the fall, spring, and summer terms. Application materials are available in the summer preceding any of these admission dates.

Application instructions are available at [www.albany.edu/admissions/step.php](http://www.albany.edu/admissions/step.php).

## Freshman Admission

The undergraduate program is designed for students with well-defined interests or career objectives, as well as for those who wish to explore a variety of fields before deciding on a major. Most accepted students are admitted to the University and are enrolled in an open major (undeclared), or they can declare an intended major. For information concerning direct admission as a freshman to the School of Business, please contact the Undergraduate Admissions Office.

## Academic Preparation and Achievement

**High School Preparation:** Candidates for admission to all undergraduate programs must present a minimum of 18 units from high school, acceptable to the University,

in a college preparatory program. Within that background, freshman applicants are generally expected to demonstrate the following to be competitive for admission: four units of English or the equivalent; three units of Math including elementary algebra, geometry, and at least one additional academic unit of mathematics or the equivalent; at least two units of laboratory science; three units of social science, including one of U.S. History; at least one year of foreign language; two years or more of foreign language is strongly recommended. In addition students should show electives that offer enrichment (e.g., fine or performing arts) or advanced study in a particular discipline.

**Admission Decision:** The decision on an application for admission will be based on a holistic review of the following:

- **High School Record:** Since academic performance in high school is considered to be the best predictor of academic success, the high school record will be examined in light of one's overall high school average as reported by the secondary school, courses taken, end-of-course Regents Examination grades and average (for New York State residents), and rank in class. Acceptance is granted upon satisfactory completion of three years of high school. An acceptance is conditional upon continued success in the fourth year, proof of graduation, and submission of required health forms to Student Health Services.
- **Standardized Test Scores:** In addition to evaluation of an applicant's high school record, the University also uses the SAT or ACT standardized test results. (Special tests are available for some applicants. Also, UAlbany has alternate admissions criteria for physically disabled applicants who are unable to take the required tests. Veteran applicants may request a waiver from submitting standardized test scores.)
- **Standardized Test Policy:** In all categories of admission, standardized test scores are considered as merely one of several academic variables used in the decision making process. Standardized test scores are used in concert with high school average, the quality of the academic program, the student's rank in class, and supplemental information.

For all freshman applicants, UAlbany will accept both the new and old versions

of the SAT administered during and prior to the 2015-2016 academic year. The University at Albany will use the highest Evidence-Based Reading and Writing and Math scores from the new SAT to ensure that these scores, in most cases, will benefit the applicant in the admissions process. Similarly, for the old SAT, the University will use the highest Critical Reading and Math scores to benefit the applicant. Scores from the new and old SAT exams cannot be combined. Although the new optional essay component is not required, it is recommended students still sit for this portion of the new SAT exam. For students submitting the ACT, the best individual section subscores will be averaged to create the highest Composite ACT score.

The University realizes that standardized test scores represent the results of a test battery taken on a single day, while the high school record of an applicant represents academic commitment and achievement over a period of three years. The Office of Undergraduate Admissions is aware of this difference and incorporates it into the decision making process. Questions about the use of standardized tests at the University may be directed to the Office of Undergraduate Admissions at (518) 442-5435.

The University generally receives these scores electronically from the exam sponsors, and matches them to other application data. Each applicant is encouraged, therefore, to have the results released to us by the exam sponsors. These are to be received in the Undergraduate Admissions Office to complete the application.

- **Ability to Contribute to the University Community:** The University at Albany believes that a student body that represents diverse geographic, cultural, racial/ethnic, and socioeconomic backgrounds creates an educational environment that benefits all students. Therefore, in evaluating applicants, the University may also consider non-academic characteristics including involvement in school or community; leadership potential; community service; a student's ability to contribute to a diverse educational environment as evidenced by his/her geographic, cultural, racial/ethnic, or socioeconomic background; special talents; work experience; and information about the applicant's ability to overcome obstacles, hardship, disabilities, etc.

- **Recommendations:** One academic recommendation from a teacher or counselor is required. Additional recommendations are welcome and may assist the Undergraduate Admissions Office in its review of the applicant's academic credentials. It is the responsibility of the applicant to see that all required credentials are submitted on time.
- **Essay:** All freshman applicants are required to submit a 250- to 500-word personal essay. Most students complete this component through the SUNY or Common Application.

### Merit Awards

A limited number of scholarships based on merit are awarded each year. Applicants who are first time college students and demonstrate strong academic achievement as measured by their grade point average, standardized test scores, and class rank at the secondary school level are eligible for consideration. Contact the Office of Undergraduate Admissions at (518) 442-5435 for further information about merit awards available in any given year.

### The Honors College

The Honors College is a vibrant community of developing scholars where students and professors work together in a challenging environment to stimulate the highest levels of academic achievement. Honors students have the option of living in honors housing during all four years, which enhances the honors community experience and provides students with an environment that balances serious academic work and an expanding social life.

First-year and second-year students enroll in 18 honors credits (12 if admitted after the first semester) that represent a wide range of academic disciplines at UAlbany and are taught by some of the most talented professors at the University. All honors courses are designed to broaden a student's understanding of the world, sharpen analytic thinking, and strengthen writing skills.

Upper-division students work with professors in their major to pursue the honors curriculum in their chosen major. This work culminates in the completion of an honors thesis or creative project during the students' last year, in which the developing scholars contribute new knowledge to their disciplines.

For more information on The Honors College, please contact the Office of Undergraduate Admissions at (518) 442-5435.

### Educational Opportunity Program (EOP)

Freshman and transfer applicants judged to have high capabilities and motivation for college study, yet whose financial, cultural, and social backgrounds have not allowed them to compete effectively for regular admission to the University, may be admitted into the Educational Opportunity Program. All students must have earned a high school diploma or its equivalent. Admission to the program for freshmen is based on high school performance, standardized test scores, and a formal assessment of financial eligibility according to legislated guidelines.

Support services available to accepted EOP students include developmental courses in basic skill areas, such as reading/writing and mathematics. Academic and personal counseling, tutoring, and financial assistance are services provided to each student matriculated in EOP during their undergraduate tenure. Students carry a full load of regular and/or basic skill courses and are considered full-time University students.

The application procedure should begin as early as possible so that academic and financial evaluations, and other arrangements can be completed well before the student wishes to begin study. Transfers are eligible for EOP admission only if they have been enrolled previously in an EOP, HEOP, College Discovery, SEEK, or EOP-type program elsewhere and meet all other transfer requirements.

### Transfer Admission

A sizable number of undergraduates transfer into the University from other colleges and universities each year. The University welcomes applications from all students who are completing work at other two- and four-year colleges.

**Academic Preparation and Achievement:** To be favorably considered one should have at least an overall C+ (2.50) average for all college work attempted. The cumulative average necessary for admission will vary, depending on the program and the quantitative background of the applicant. Admission to certain programs (majors) is competitive and is based not only on a required grade point average (GPA) but also on completion of a certain set of prerequisite core courses. The required GPA for applicants to Human Development or Social Welfare is a 3.00 or better. A minimum 3.25 GPA is required for applicants to Accounting, Business Administration, Criminal Justice, Digital Forensics, or Financial Market Regulation.

GPA's are computed using grades earned in all courses attempted. Applicants who lack the high school program described in the section entitled "High School Preparation" may present an academic experience as a transfer student that is comparable in its totality, demonstrating breadth and achievement and the potential to compete successfully at the University at Albany.

Students enrolled in EOP or EOP-type programs at other colleges are encouraged to apply for transfer admission to our Educational Opportunity Program.

In addition to submitting the basic application and supplemental form, transfer applicants must also submit official transcripts of all work taken at any college or university since high school graduation, whether or not they expect to receive transfer credit. Where only one transcript is offered, such a transcript should include at least one year's grades. Transfers may be admitted also on the basis of one semester of college coursework, provided their high school preparation and standardized test scores meet the quantitative and qualitative requirements for freshman admission. A decision as to admissibility may not be made until the previously noted items are received. If there are gaps in an applicant's educational sequence, the applicant will be asked to provide a brief list of activities during that period. Proof of high school graduation or the equivalent is required of all transfer applicants.

**Ability to Contribute to the University Community:** The University at Albany believes that a student body that represents diverse geographic, cultural, racial/ethnic, and socioeconomic backgrounds creates an educational environment that benefits all students. Therefore, in evaluating applicants, the University may also consider non-academic characteristics including involvement in school or community; leadership potential; community service; a student's ability to contribute to a diverse educational environment as evidenced by his/her geographic, cultural, racial/ethnic, or socioeconomic background; special talents; work experience; and information about the applicant's ability to overcome obstacles, hardship, disabilities, etc.

An estimate of the total number of credits accepted for transfer will be made when admission is granted. When the student submits an enrollment deposit, he or she will be provided with a tentative evaluation of course credits. The tentative evaluation is subject to final approval and modification following the initial advisement and programming session. Transfer students

are strongly urged to take advantage of the Transfer Advisement and Orientation where a review of the evaluation of coursework is offered.

**Transfer Grades:** Courses are accepted for transfer credit provided that a grade of C– or higher has been achieved. No credit graded D from another institution will transfer.

Except for the University's writing and critical inquiry requirement, for which a grade of C or higher or S is required, transfer work graded D+, D or D– in a course that applies to one or more of the University's General Education requirements may be applied toward fulfilling the requirements, even if the student receives no graduation credit for the course.

All transfer applicants are strongly encouraged to indicate the major they plan to pursue once admitted to the University. Since UAlbany students are advised to declare a major by the time they have accumulated 56 graduation credits, and may declare a major after accumulating 24 graduation credits, incoming transfer students with 24 or more credits are usually assigned to major departmental advisors for their initial programming. The prospective transfer student should consult the section of this bulletin entitled "Declaration of Major" for a list of those majors that have specific restrictions, and then consult the departmental description of the admission requirements for that program.

The transfer student's designated class standing (class year) is determined by the number of credits accepted for transfer (see the "Class Standing" section of this bulletin). However, for many majors (combined major/minors in the sciences, for example) overall class standing should not be construed to mean that the student is necessarily on schedule within the major/minor sequence. This is especially true for students who transfer to the University from technical and applied programs, or for those who change major interest and/or career goals at the time of transfer.

The prospective transfer student should examine closely those sections of this bulletin that deal with minor requirements, residence requirements, and the General Education Program. These are graduation requirements in addition to those stipulated by the major.

For the B.A. and B.S. degrees, the maximum number of transfer credits from a two-year college, a four-year college, or from a combination of two- and four-year schools are 90.

## Second Bachelor's Degree

The University encourages students who have already earned a bachelor's degree and/or an advanced degree to pursue graduate studies in virtually all instances. Occasionally, when reasons can be demonstrated as to why a second bachelor's degree is preferred and educationally sound, individuals could be admitted as matriculated students to an undergraduate program. In these limited cases, such requests will be reviewed by the Undergraduate Admissions Office in accordance with regulations of the Undergraduate Policy Manual, as outlined below. Fall applicant deadline is April 1<sup>st</sup>. Spring applicant deadline is December 1<sup>st</sup>.

**Admission:** Only students who possess a baccalaureate degree from an accredited institution of higher education may apply for a second bachelor's degree. Applicants for a second bachelor's degree must specify the major they wish to complete. Undergraduate Admissions will process the applications and forward them to a designated individual in the department for review when complete. Students who are not admitted to the major for which they have applied will not be admitted to the University. Appeals will be processed by the Committee on Admissions and Academic Standing of the Undergraduate Academic Council.

**Degree Requirements:** Students must complete all requirements for the major to be awarded a second bachelor's degree. It is expected that the majority of a student's coursework in any given semester will be consistent with requirements in that major. Registration for subsequent semesters will not be allowed if progress in meeting degree requirements cannot be demonstrated. The option of a double major is not available. Students are not required to and may not elect to complete a minor as part of the program for their second bachelor's degree unless a requirement of the major. Students are not required to complete the general education requirements in order to be awarded a second bachelor's degree. Students must satisfy both the University residency requirements and the major residency requirements while in matriculated status. Students earning a second bachelor's degree are not eligible for "Latin" honors (*cum laude*, *magna cum laude*, *summa cum laude*). Requests to change majors must be processed through Undergraduate Admissions. Students who have already been admitted for a second bachelor's degree will be subject to the rules in place at the time of their admission.

**Admission to a combined Second Bachelor's/Master's Degree:** A student who enters a second bachelor's program and then subsequently applies and gains admission to a combined second bachelor's/master's program will be considered as an undergraduate student for the purposes of tuition billing, financial aid, and enrollment identification until qualified to receive the bachelor's degree or until enrolled in the 13<sup>th</sup> credit of graduate coursework. Once a student is qualified to receive the bachelor's degree or enrolls in the 13<sup>th</sup> credit of graduate coursework, the student will be considered a graduate student for tuition billing, financial aid and enrollment identification, and will be eligible for graduate assistantships, fellowships, and loans.

## Admission of International Students

The University at Albany seeks to enroll international students with the academic and personal background to benefit from and contribute to its academic and co-curricular programs. Admission of undergraduate international students is available for all academic terms. Applicants will be required to provide evidence of academic preparation at a level comparable to domestic applicants and proof of English language competency (for students whose native language is other than English).

Students who desire admission to the undergraduate programs and are citizens of other countries should begin the application procedure as early as possible so that all necessary arrangements can be completed before the term begins. Contact the Office of International Admissions and Recruitment to receive the special application materials required for those applying as international students.

Candidates must demonstrate successful completion of high school in the United States or the equivalent in the native country of the applicant. Academic preparation must include the equivalent of the core academic subjects described in the section entitled "High School Preparation." SAT or ACT exams will be required of graduates of U.S. high schools.

Students whose native language is other than English are required to submit proof of English language competency through submission of the scores of the Test of English as a Foreign Language (TOEFL) Exam, International English Language Testing System (IELTS) or Pearson Test of English Academic (PTE Academic).

Early in the preparation for admission, a careful investigation of the financial requirements should be made with the Office of International Admissions and Recruitment. All undergraduate international applicants must provide documentation demonstrating the ability to support themselves financially. Required amounts of support will be determined by the University each year, and students must provide original financial documents from a financial institution. Satisfaction of the financial requirement will allow for an I-20 to be issued to the student. It may be necessary to rescind an acceptance if the University finds that a student is no longer financially independent to the extent certified on the formal application.

### Admission as a Nonmatriculated Student

The University at Albany may enroll individuals who are not seeking admission into an undergraduate degree program as non-matriculated. The minimum requirement for non-degree admission is a high school diploma. Visiting students from other colleges as well as high school seniors may also apply for non-degree study. All admissions falling within this category are on a term-by-term basis. Please refer to the Office of General Studies section of this Bulletin for details.

### Early Admission (Admission Prior to High School Graduation)

The University is willing to enroll a limited number of early admission students. The guidelines for early admission require the following:

- Each applicant will be required to present a minimum of 18 units of high school coursework acceptable to the University, including laboratory science, English, social studies, and foreign language study. It is expected that these students will have pursued both an enriched and accelerated secondary school program and will present courses in keeping with their expressed goals in the college program.
  - Each applicant must have achieved at an outstanding academic level, generally considered to be in the area of a 90 percent or better high school average, with a corresponding rank in class within the top 10 percent. Those applicants who do not meet these qualitative guidelines must present convincing evidence that they possess a special talent and/or extraordinary ability in their chosen field of study.
- Each applicant must present standardized admissions test results at or above the 90<sup>th</sup> percentile.
  - The high school guidance counselor must support the applicant's request for early admission and must certify the school's willingness to grant the high school diploma upon successful completion of the freshman year. Courses necessary for fulfilling high school graduation requirements must be so designated by that counselor, and the student must agree to pursue such coursework during the freshman year.

### Required Health Forms

After acceptance and prior to enrollment, each candidate must file complete and satisfactory required health forms with Student Health Services.

### Credit by Examination

Students may be granted advanced placement and/or credit at any time that they can demonstrate the requisite proficiency. The programs described here represent a variety of opportunities for receiving credit for college courses by examination prior to or while enrolled at the University. Some of the testing programs offer examinations in the same or similar academic areas. Duplicating examinations, like duplicating courses, should be avoided. Credit for a course by examination will be awarded only once, regardless of how many different exams for the same course are taken. As a matter of policy, the first examination pursued takes precedence over subsequent tests.

**Advanced Placement Tests:** The University grants advanced placement and/or credit to qualified participants in the College Entrance Examination Board's Advanced Placement (AP) Examination Program. Current University policy is to award advanced placement with credit to those students who submit an official AP score report with a score of 5, 4, or 3 on the AP examination.

**College-Level Examination Program:** The College Board has developed a program containing Subject Examinations and General Examinations known as the College-Level Examination Program (CLEP). This program enables individuals who have acquired their education in nontraditional ways to demonstrate their academic achievement.

The University at Albany participates in the CLEP program and currently will award credit and/or placement for Subject

Examinations and General Examinations: that are equivalent to courses currently acceptable for transfer to the University at Albany; and on which the student has scored at or above the 50<sup>th</sup> percentile (i.e., equivalent to the grade of C).

Students seeking to gain CLEP credit should be aware that the following three (3) restrictions apply: first, CLEP credit will not be awarded to students who have satisfactorily completed a course and then pass a CLEP examination covering substantially the same material; second, CLEP credit will not be awarded for CLEP examinations if the student has satisfactorily completed more advanced courses in the same field; and third, since the General Examinations and Subject Examinations are designed to test lower-division study, students who have completed either their sophomore year and/or 56 credits of undergraduate study cannot earn credits from either the General Examinations or the Subject Examinations.

**EXCEPTIONS:** A student seeking an exception to this policy must petition the Office of the Vice Provost for Undergraduate Education. In that petition, the student must include an explicit recommendation from the academic department that grants the credits. In addition, the student must provide a compelling educational rationale detailing the reasons why an exception should be considered.

Further information concerning CLEP can be obtained either from the Undergraduate Admissions Office or by contacting the Program Director, College-Level Examination Program, Box 6600, Princeton, NJ 08541-6600.

### The International Baccalaureate

A secondary education program with origins in Europe, the International Baccalaureate (IB) Program now being offered in some American high schools is an upper-secondary-level program with a core curriculum and distribution requirements leading to a diploma or one or more certificates of examination.

Similar to the British *A Level* examinations and the French Baccalaureate, the IB Program is a system of syllabuses, or course descriptions, and examinations based on the concept that general education at the upper-secondary-level should encompass the development of all the main powers of the mind through which a person interprets, modifies, and enjoys the environment.

With these principles in mind, an international group of educators has designed a program which requires that each student become proficient in language and mathematics, the two most important tools of communication and analysis; become familiar with at least one subject that exemplifies the study of human behavior and with another that involves scientific inquiry; develop an acquaintance with aesthetic and moral values; engage in creative, aesthetic, social service, or physical activities; and participate in a common course that reflects upon the truth, criteria, values, and inter-relations of the subjects under study.

To complete the IB Diploma, three of the six subjects have to be offered at the Higher Level and three at the Standard Level. The six areas studied at the eleventh- and twelfth-grade level in the American high schools which employ the program are:

- (1) Language A (first language)
- (2) Language B (second language)
- (3) Individuals and Societies
- (4) Experimental Science
- (5) Mathematics and Computer Science
- (6) Art, Music, Classical Language

A seventh course known as Theory of Knowledge is also included, and through it each student engages in creative, aesthetic, or social activities. The Extended Essay is completed during the final year of the program and is a 4,000 word comprehensive research paper on a topic approved by the high school IB coordinator. Students must also participate in Creativity, Action, Service (CAS) requiring 150 hours over the course of the two year program.

The University at Albany will award 30 credits to students completing the requirements for the IB Diploma with a cumulative score of at least 30 (including both Standard Level and Higher Level exams) and no score lower than a 4 (satisfactory). The credits will be awarded as follows:

- 12-24 credits assigned course credit equivalents on a course-by-course basis for Higher Level courses completed with a score from 4 (satisfactory) to 7 (excellent)
- 6-18 credits assigned as A CAS 010 (College of Arts and Sciences general elective credit) for the completion of the balance of the Standard Level courses and the Extended Essay requirement

In addition, the University at Albany will consider for credit and/or placement on a course-by-course evaluation those IB

subjects completed at the Higher Level without completion of the IB Diploma if a score from 4 (satisfactory) to 7 (excellent) is earned.

### **United States Armed Forces Institute/Defense Activity for Nontraditional Education Support**

The United States Armed Forces Institute (USAFI), an educational division of the Department of Defense, once provided educational opportunities at various levels for personnel on active duty with all branches of the military. College-level courses culminated in USAFI Subject Standardized Tests and End-of-Course Tests.

In 1974, in an administrative move, the Department of Defense discontinued the USAFI program and created the DAN TES program, which is very similar in nature and purpose to USAFI. The guidelines used for USAFI courses are also used for the DAN TES program.

The University will award appropriate credit for Subject Standardized Tests on which a percentile score of 50 or higher was earned and for End-of-Course Tests for which a rating of *S* (Satisfactory) or *D* (with Distinction) was assigned, provided the courses are considered equivalent to courses currently acceptable for transfer to this University. Information on acceptable courses, score levels, and amounts of credit can be obtained from the Office of the Vice Provost for Undergraduate Education.

### **Credit for Work Done at Noncollegiate Institutions**

In 1974, the New York State Education Department (SED) began a systematic evaluation of the formal learning experiences sponsored by noncollegiate institutions; that is, organizations whose primary focus is not education. They include private industry, professional associations, labor unions, voluntary associations, and government agencies. The publication *A Guide to Educational Programs in Noncollegiate Organizations* describes the available courses offered by each organization and includes SED's credit recommendation.

The University will award transfer credit for work done through noncollegiate institutions if:

1. The course is listed in *A Guide to Educational Programs in Noncollegiate Organizations*

2. The course meets all present criteria and standards for transferability, is comparable to a University at Albany offering, and is collegiate in nature
3. The course is approved by the appropriate University academic department, school, or college

Requests for transfer credit should be made initially to the Office of Undergraduate Admissions. The student making the request must provide the Undergraduate Admissions Office with a course syllabus, an extended course outline, and any other supplementary material on the course that might be required by the academic department, school, or college. If a course receives departmental approval, it will generally be eligible for transfer credit in the future, but will be subject to periodic review by the approving department, college, or school.

### **Readmission Procedure**

A former student who wishes to be readmitted as an undergraduate should refer to the Bulletin section on readmission policies and procedures under "Withdrawal and Readmission" or visit the website for the Office of the Vice Provost for Undergraduate Education at [www.albany.edu/undergraduateeducation](http://www.albany.edu/undergraduateeducation).

### **Non-degree Admission Office of General Studies**

The Office of General Studies offers extraordinary educational value by allowing admission into almost all undergraduate courses offered at the University for academic credit. General Studies applicants must be high school graduates or hold a high school equivalency diploma and must be in good academic standing for any college work done during the 12 months prior to registration. General Studies applicants may also be degree-seeking students from a college or university other than Albany. Finally, General Studies applicants may be high school seniors who excel in their high school coursework.

Any student who was formerly matriculated at the University at Albany who has not received a baccalaureate degree is not permitted to register through General Studies and should refer to the section in this bulletin on Readmission Procedures.

Individuals who already have a baccalaureate or higher degree may also register in undergraduate credit courses as a non-degree student through the Office of General Studies. However, those wishing to



obtain a second bachelor's degree must be admitted as a matriculated student by the Undergraduate Admissions Office and, once matriculated, must meet University residency requirements as well as residency requirements for the major. Credit hours earned in General Studies may not apply toward these residency requirements. Additional requirements and restrictions are outlined in the Undergraduate Admissions section of this Bulletin.

### Admission Information

The Office of General Studies requires each student to complete a simple application and registration process *each term*. This process can be accomplished by visiting the General Studies website at [www.albany.edu/generalstudies](http://www.albany.edu/generalstudies) to access the online application or a printable version that can be mailed, faxed or brought into the Office of General Studies and Summer Sessions. General Studies' non-degree applicants may be American citizens, permanent residents or nonresident aliens. Permanent residents must submit a copy of their permanent residency card to the Office of General Studies. Nonresident aliens must first visit the Office of International Student Services to obtain written authorization to be admitted and registered prior to admission through General Studies.

### General Studies Students

Those wishing to register for undergraduate courses but who are not currently attending college may apply for admission through the Office of General Studies. The applicant must possess at least a high school diploma or the equivalent in order to be admitted. A transcript of any previous college work should be provided.

### Visiting Students

College students wishing to register for undergraduate coursework and who are from an institution other than the University at Albany may apply for admission through the Office of General Studies as a visiting student. Visiting students are expected to return to their home college or university to complete their degree program. It is visiting students' responsibility to ensure that the coursework taken at Albany will transfer back to their home institutions and be credited to their degree programs at their home schools. The Registrar's Office will provide verification of visitor status to officials at the students' home institutions in order to assist in credit approval and/or financial aid certification.

### High School Students

High school students who are in good academic standing may undertake University coursework on a part-time, non-matriculated basis concurrent with their grade 12 secondary school program. Summer coursework between grades 11 and 12 is also allowable. High school students should apply for non-degree study through the Office of General Studies.

To apply, high school students must:

- Submit a General Studies High School application for non-degree, undergraduate study to the Office of General Studies
- Attach to the application a current high school transcript
- Attach a letter of reference from the guidance counselor. This letter, written on school letterhead, should attest to the student's emotional and intellectual readiness for college coursework and indicate that the student can reasonably be expected to compete academically with university students
- Meet any and all stated prerequisites for the course(s) in question

*NOTE:* Home-schooled students are bound by the same guidelines as visiting high school students.

### Registration Information

Limited advisement is available in the Office of General Studies. This office may guide students through general inquiries. However, program specific questions or those regarding possible matriculation criteria should be directed to the appropriate offices.

All course prerequisites and any other special criteria or restrictions for course registration apply to General Studies students. Evidence of previous college coursework may be required for registration.

Upon completion of initial admission or readmission, the University's web-based student service system, MyUAlbany, becomes available for use for all non-degree students. This system enables students to register or perform any schedule adjustments they may require. Prior to using MyUAlbany, students must obtain an Advisement Verification Number (AVN) for *each semester from the Office of General Studies*.

There are two academic semesters (fall and spring) each year, as well as a winter term and summer sessions. Students are encouraged to early register for the coming term

which can occur as early as March for the summer and fall terms and October for the spring and winter terms. Admission and registration is done on a first-come, first-served basis.

A General Studies student who fails to complete the courses in which he/she is enrolled and who fails to maintain a 2.00 cumulative grade point average each semester is subject to dismissal. The Office of General Studies reserves the right to rescind continued enrollment privileges for failure to maintain sufficient academic progress which shall be defined as falling below a 2.00 cumulative grade point average and/or not completing coursework in which the student is enrolled for at least *two consecutive terms*.

### Matriculation to Degree Status

Each year, many General Studies students apply for admission to degree programs and are accepted by the Undergraduate Admissions Office. Credits earned as a nonmatriculated student may be applied toward graduation requirements for specific majors. Requirements for admission to specific majors vary from department to department (see appropriate academic department listings in this bulletin).

Applicants must apply to the University formally through the Office of Undergraduate Admissions in accordance with procedures outlined in the Admissions section of this bulletin. Applicants must submit official transcripts from all other colleges previously attended. Standardized admission test scores are not usually required. Minimum requirements for admission include a high school or equivalency diploma and at least two units of academic mathematics (see Transfer Admissions section in this bulletin).

### Services

The Office of General Studies' staff admits and registers students falling in the non-degree status, offers basic information, assists students with withdrawals, conveys and interprets University policies, regulations and procedures, encourages and works with nonmatriculated students in applying for degree status and refers students to other University offices and services. The General Studies staff is strongly committed to the needs and concerns of traditional, as well as nontraditional, students and is available for phone and in-person consultation at convenient times throughout the year. Hours of service can be found on the University website.

All General Studies students may obtain a University identification card and are entitled to many of the same privileges as other University students, including use of the libraries, athletic facilities and campus services.

### Location

The Office of General Studies is joined with Summer Sessions and is called the Office of General Studies and Summer Sessions. This office is located on the University's main campus in the Social Science Building, Room 110.

For more information on non-degree study, visit, write or call the Office of General Studies and Summer Sessions, SS 110, 1400 Washington Avenue, Albany, NY 12222; phone: (518) 442-5140; fax: (518) 442-5149; e-mail at [generalstudies@albany.edu](mailto:generalstudies@albany.edu) or visit: [www.albany.edu/generalstudies](http://www.albany.edu/generalstudies).

## Financial Aid

The Office of Financial Aid administers federal, state, and certain institutional student financial assistance programs for undergraduate and graduate students. These programs include the Federal Direct Loan, Federal Direct PLUS Loan, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work-Study, the New York State Tuition Assistance and other New York State Programs, the Educational Opportunity Program, and University at Albany Foundation and Benevolent Association Scholarships. Student Financial Services is located in the Campus Center, Room G26, (518) 442-3202. The Office of Financial Aid is committed to assisting students and their families meet the cost of attending the University. The financial aid information below is accurate at the time of publication, but may be subject to change.

### Cost of Attendance 2018-2019

Most student financial assistance is awarded on the basis of financial need. The cost of attendance is an average of the student's direct and indirect educational expenses for an academic year. Direct expenses are tuition, fees, room and meals for students who live on campus and only tuition and fees for students living off campus. The cost of attendance also includes allowances for estimated expenses for books and supplies, personal items, transportation, and living expenses for off-campus students. For the most current information on tuition and cost, please visit the Student

Accounts homepage at [www.albany.edu/studentaccounts](http://www.albany.edu/studentaccounts), click on "Tuition and Costs" and select "Undergraduate."

## Application Procedure and Deadlines

### New Students

New students must be accepted for admission to the University prior to being considered for financial aid. In order to receive priority consideration for financial aid, students entering for the 2018-2019 academic year should follow the steps below and complete the financial aid process no later than December 1, 2017.

1. File the 2018-2019 FAFSA (Available October 1, 2017). The FAFSA must be submitted to be considered for financial assistance at the University. Students who file the FAFSA online ([www.fafsa.gov](http://www.fafsa.gov)) and are New York State residents will be able to apply for a New York State Tuition Assistance Program (TAP) award at the same time by linking directly to the TAP application from the FAFSA confirmation page. The FAFSA should be completed as soon as possible after October 1<sup>st</sup>.
2. New York State residents attending NYS schools will have the option to link directly to the TAP application from the FAFSA submission confirmation page. If you exited the FAFSA before selecting this option, you can complete the application after HESC receives your processed FAFSA data (approximately three days). HESC will send you an email or postcard notifying you to complete the TAP application online if you did not select the FAFSA link to TAP on the Web. Information about the TAP application process can be found at [www.hesc.ny.gov](http://www.hesc.ny.gov).

### Returning Students

The FAFSA must be filed annually. The deadline for submitting the form in order to receive priority consideration for financial aid is January 1, 2018.

### Summer Study

Students who plan to attend summer sessions at the University at Albany may be eligible to receive financial aid. In order to be considered for summer financial aid students must file the 2018-2019 FAFSA and complete The UAlbany Summer Aid Application, accessed online through the Finances tab of the MyUAlbany portal. Visit [www.albany.edu/financialaid/apply\\_summer.shtml](http://www.albany.edu/financialaid/apply_summer.shtml) for more information about summer financial aid.

### Study Abroad

UAlbany students who plan to participate in a SUNY Study Abroad program may be eligible to receive financial aid. Students are required to submit a letter of acceptance into a Study Abroad program along with an estimate of program costs to the Office of Financial Aid. Students who plan to participate in a program at an institution outside the SUNY system will be required to submit a transfer credit permission form (available from academic advisors) to the Office of Financial Aid.

### Visiting Students

Visiting students, not matriculated at the University, are ineligible for financial aid.

## Financial Aid Awards

1. If students have been awarded Federal Work-Study, an Athletic Scholarship, and/or a Federal Direct Subsidized/Unsubsidized Loan for the 2018-2019 aid year, they must log onto MyUAlbany to accept, decline, or reduce the amounts of the awards. Please refer to the Accepting Awards section of the financial aid website for additional instructions [www.albany.edu/financialaid](http://www.albany.edu/financialaid).
2. Financial aid is awarded on an annual basis and students must reapply each year by submitting the FAFSA. Financial aid awards may vary each year based on the student's financial need and available funds.
3. Students and, if dependent, their families, should always update their FAFSA data using the IRS Data Retrieval Tool and/or submit income and other documentation as requested by the Office of Financial Aid. Federal financial aid will not be credited to accounts, or may be cancelled, if we do not receive the requested information. Please do not send any documentation unless it has been requested by the office.
4. Students must make Satisfactory Academic Progress (SAP) towards their degrees in order to continue receiving financial aid. Under certain circumstances, students may appeal the loss of their financial aid. Additional SAP information can be found in both the State and Federal Financial Aid sections of this bulletin or on the financial aid website at [www.albany.edu/financialaid/requirements.shtml](http://www.albany.edu/financialaid/requirements.shtml).
5. Students must inform the Financial Aid Office of aid and/or scholarships from any source outside the University.

Amounts of aid from sources outside the University are estimates, and are based on the best information available to the Financial Aid Office. They do not represent a guarantee of these funds by the University. Please send a copy of the official notification letter to the office. Be sure to provide a name and Albany ID on the notification. In some cases when outside sources of aid are received Federal regulations require this office to make an adjustment to the financial aid package. If an adjustment is required, it is the Financial Aid Office's policy whenever possible to first reduce self-help aid, e.g., loan and/or workstudy.

6. First time borrowers awarded Federal Direct Loans must complete loan entrance counseling and their Master Promissory Note (MPN) prior to the first disbursement of loan proceeds. Direct Loan entrance counseling and the MPN can be completed at [www.studentloans.gov](http://www.studentloans.gov).
7. Students whose family financial circumstances are adversely affected after being awarded financial aid should refer to the Financial Aid Office "Special Circumstances" form to determine if the circumstances warrant a re-evaluation of financial aid eligibility. The form can be found under the Forms and Publications link on the financial aid website: [www.albany.edu/financialaid](http://www.albany.edu/financialaid) and should be submitted no later than April 1, 2019.

## Institutional Aid

The University offers a number of merit scholarships to undergraduate students. All merit scholarships are awarded to new students by the Undergraduate Admissions Office and renewed by the Office of the Vice Provost for Undergraduate Education. Eligibility requirements and award amounts vary. Undergraduate students who have been awarded merit scholarships will receive information about the awards from the Office of Admissions.

Athletic Scholarships are awarded by the Department of Athletics.

## SUNY Tuition Credit

New York State students who have applied and are eligible for a full-time TAP award, may also be eligible for the SUNY Tuition Credit. Students who are ineligible for TAP for any reason or who receive a Part-time TAP award are not eligible to receive

the SUNY Tuition Credit. Tuition credits will be calculated by the New York State Higher Education Services Corporation for eligible students, enrolled at a SUNY college or university. The amount of the applicable tuition credit is based on the level of a student's TAP award, and will be calculated pursuant to a statutory formula. If eligible, this credit will appear on your bill as anticipated aid. The combination of TAP, SUNY Tuition Credit, and any other tuition-specific award cannot exceed the tuition charged.

## Excelsior Tuition Credit

New York State students who have applied and are eligible for the Excelsior Scholarship will also be eligible for the Excelsior Tuition Credit. The combination of the Excelsior Scholarship and any other tuition-specific awards cannot exceed the tuition charged.

## State Financial Aid

### Academic Criteria for State Awards

1. Students must be matriculated in an eligible degree program at the beginning of their course of study.
2. To be considered matriculated for State financial aid purposes, the New York State Education Department requires that students declare a major no later than the beginning of the junior year. Beginning of the junior year is interpreted to be within 30 days of the end of the drop/add period. Students who later change their majors are still considered matriculated. *Note: an intended major does not satisfy this requirement.* At UAlbany, a student with 56-87 graduation credits is classified as a junior, regardless of how many terms the student has attended. Juniors and seniors who have not declared a major, or who have an intended major, are not eligible to receive NYS awards.
3. Full-time status is defined as enrollment for at least 12 credits in courses applicable to the student's program of study for a term of at least 15 weeks. To count in the determination of the student minimum full-time course load, a course must apply to the student's program as a general education requirement, a primary (first) major requirement, or elective (whether restricted or free elective). Coursework satisfying requirements for minors and additional majors is elective credit. The number of available applicable elective credits will vary depending

on the primary major. Students must be enrolled full-time before the TAP certification status date, which is the date when a student would have incurred full tuition liability for the term. Courses added after the certification status date do not count toward full-time status.

4. Students who are disabled as defined by the Americans with Disabilities Act (ADA) and are attending part-time (at least three credits per semester) can be certified for a partial TAP award for any approved term. Effective with the 2011-12 academic year, HESC will calculate TAP awards as a percentage of the award the ADA student would be eligible to receive if the student were enrolled full-time. The percentage is obtained by dividing the number of credits the student is enrolled in by twelve. Students with disabilities must still meet all other TAP eligibility requirements. In addition, students must be able to document that they are disabled, as defined by the ADA, by registering with the UAlbany Disability Resource Center.
5. Courses in which the student has already received a passing grade cannot be included in meeting full-time study requirements for state-sponsored financial aid. Repeated courses may be counted toward full-time study requirements if a student repeats a failed course, if a student repeats the course for additional credit, or when a student has received a grade that is passing at the institution but is unacceptable in a particular curriculum.
6. To be eligible for State student financial assistance, Education Law section 661(4) states that a student first receiving aid in academic year 1996-1997 to 2006-2007 must have a certificate of graduation from a school providing secondary education, or the recognized equivalent of such certificate, or receive a passing score in an approved ability-to-benefit test. For students first receiving aid in academic year 2006-2007 and thereafter, the certificate of graduation must be from a recognized school providing secondary education within the United States, or the recognized equivalent of such certificate, or received a passing score on a federally approved ability-to-benefit test that has been identified by the Board of Regents, and has been independently administered and evaluated as defined by the commissioner. Therefore, a student without a valid high school diploma must hold

a high school equivalency diploma. A student can earn a high school equivalency diploma in New York State in one of three ways: (1) by taking and earning passing scores on a TASC test, (2) by completing 24 semester credit hours in specified subjects as a recognized candidate for a degree in an approved (accredited) institution, or (3) through the National External Diploma Program. For more information about the High School Equivalency Diploma, visit [www.nysed.gov](http://www.nysed.gov).

7. Students must meet citizenship, residency, high school graduation and good academic standing requirements as of the first day of classes for a particular term to be certified as eligible for an award for that term.

Students must meet matriculation requirements, approved program requirements, full-time study requirements and tuition liability requirements sometime between the first day of classes and the certification status date for a particular term to be certified for an award for that term.

### Satisfactory Academic Progress

In order to retain eligibility for New York State scholarship and grant awards, students must be in “good academic standing,” which is comprised of two components: Satisfactory Academic Progress (SAP) and Pursuit of Program (POP).

In order to make satisfactory progress towards a degree, students must accrue graduation credits each semester and have the cumulative grade point average shown on the academic progress charts in this section. The academic progress charts below are in effect for the 2018-2019 academic year. To view academic progress charts applicable to prior years, visit [www.albany.edu/financialaid/requirements.shtml#step2](http://www.albany.edu/financialaid/requirements.shtml#step2). Undergraduate students enrolled in four-year programs may receive up to four years of assistance for full-time study, and up to five years of assistance if enrolled in the Educational Opportunity Program or an approved five-year degree program.

**Satisfactory Academic Progress (SAP):** a requirement that a student accumulates a specified number of credits and achieves a specified cumulative grade point average each term, depending on the number of state award payments the student has received.

**Pursuit of Program (POP):** a requirement that a student receive a passing or failing grade (A–E or S/U letter grade) in

a certain percentage of applicable courses each term, depending on the number of state awards the student has received. The percentage is determined by the following schedule:

Number of Payments	Must receive a grade for:
1, 2	50% of minimum full-time requirement (6 credits)
3, 4	75% (9 credits)
5 or more	100% (12 credits)

For summer half-time accelerated payments, the above percentages are applied to the minimum half-time requirement (six credits on a semester calendar) to determine pursuit of program.

### Satisfactory Academic Progress Chart — New York State Grant and Scholarship Programs

#### Non-remedial students first receiving NYS aid in 2010-2011 and thereafter:

Before being certified for this payment	1st	2nd	3rd	4th	5th	6th	7th	8th
SAP: A student must have accrued at least this many credits	0	6	15	27	39	51	66	81
GPA: With at least this grade point average	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0
POP: And completed at least this many credits in the prior term	0	6	6	9	9	12	12	12
POP Percentage		50%	50%	75%	75%	100%	100%	100%

#### EOP and remedial students, and all students first receiving NYS aid in 2009-2010 and earlier:

Before being certified for this payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
SAP: A student must have accrued at least this many credits	0	3	9	21	33	45	60	75	90	105
GPA: With at least this grade point average	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0
POP: And completed at least this many credits in the prior term	0	6	6	9	9	12	12	12	12	12
POP Percentage		50%	50%	75%	75%	100%	100%	100%	100%	100%

**Remedial Student:** (a) a student whose scores on a recognized college placement exam or nationally recognized standardized exam indicated the need for remediation for at least two semesters, as certified by the college and approved by the New York State Education Department (SED); (b) a student who was enrolled in at least six semester hours of non-credit remedial courses, as approved by SED, in the first term they received a TAP award; or (c) a student who is or was enrolled in an opportunity program.

**Remedial Course:** a non-credit course designed to remedy academic deficiencies so a student can be successful in a college-level study, and approved by SED. The amount of time for the course must be equivalent to the time for similar credit-bearing courses.

The pursuit of program requirement is continuous as a student passes from undergraduate to graduate study; payments a student received as an undergraduate are added to graduate payments to determine the number of payments. A student who does not complete the minimum number of credits in a given semester is ineligible for New York State financial aid for the following term, or until additional credits are completed to reach the minimum level.

**Incomplete (I) grades** must be completed and changed to a standard passing or failing grade by the end of the subsequent term to have the credits counted toward pursuit of program.

**Non-remedial Students:** any student who does not meet one of the definitions of a remedial student is considered “non-remedial.”

**Loss of Good Academic Standing:** students who lose good academic standing in a term when they received a state grant or scholarship are not eligible for an award for the next term.

**Reinstatement of Good Academic Standing:** students who have lost good academic standing may restore this standing in one of the following ways: make up past academic deficiencies by completing one or more terms of study without receiving any state grants or scholarships; be readmitted to school after an absence of at least one year; transfer to another school, or be granted a waiver.

**One-Time Waiver:** New York State Commissioner of Education regulations permit students to receive a one-time waiver of the good academic standing requirement. The waiver is not automatic, and may only be granted in extraordinary or unusual circumstances which are beyond the control of the student. There must be a reasonable expectation that the student will meet future requirements. To request a one-time waiver, students must submit a completed one-time waiver application along with appropriate supporting documentation. One-time waiver applications are available in the Student Financial Center, CC G-26.

**C Average Requirement:** students who have received the equivalent of two or more full years of state-funded student financial aid must have and maintain a cumulative *C* average (GPA of 2.00 on a 4.00 grading scale) or better to be eligible for continued state-funded assistance. Cumulative GPA for readmitted students who have previously attended UAlbany (including University in High School) is based on prior grades at UAlbany. Students who are denied an award for failing to achieve a cumulative *C* average can regain award eligibility by completing appropriate coursework, without state support, to achieve a cumulative GPA of 2.0, or be granted a waiver. Students cannot regain eligibility by remaining out of school for a period of time.

**Waiver of the C Average Requirement:** the *C* average requirement may be waived for undue hardship based on the death of a student's immediate family member, the student's personal illness or injury, or other extenuating circumstances. To request a *C* average waiver, students must submit a completed waiver application along with appropriate supporting documentation. *C* average waiver applications are available in the Student Financial Center, CC G-26.

## New York State Grant and Scholarship Programs

### 1. Tuition Assistance Program (TAP)

This grant program for New York State residents who are full-time undergraduate students currently provides for annual awards ranging from \$500 to \$5,165. Awards are based on the family's New York State net taxable income, Federal, State, or local pension income, and income from annuities which were excluded on the NYS tax form if applicable. Undergraduate students may receive TAP for four years of full-time study. Students enrolled in approved five-year programs or in State sponsored opportunity programs

may receive undergraduate aid for five years. First-time freshmen in academic year 2006-2007 and thereafter may be eligible to receive a part-time TAP award for 6-11 credits. Students must have earned 12 credits in each of two prior consecutive terms at a non-profit NYS degree granting institution and must have a cumulative 2.00 GPA. Visit [www.hesc.ny.gov](http://www.hesc.ny.gov) for information and application instructions.

### 2. Excelsior Scholarship

The Excelsior Scholarship, in combination with other student financial aid programs, allows students to attend a SUNY or CUNY college tuition-free.

An applicant must:

- i. be a resident of NYS and have resided in NYS for 12 continuous months prior to the beginning of the term;
- ii. be a United States citizen or eligible non-citizen;
- iii. have either graduated from high school in the United States, earned a high school equivalency diploma, or passed a federally approved ability-to-benefit test, as defined by the Commissioner of the State Education Department;
- iv. have a combined federal adjusted gross income of \$110,000 or less;
- v. be pursuing an undergraduate degree at a SUNY or CUNY college, including community colleges and the statutory colleges at Cornell University and Alfred University;
- vi. be enrolled in at least 12 credits per term and complete at least 30 credits each year (successively), applicable toward his or her degree program;
- vii. if attended college prior to the 2018-2019 academic year, have earned at least 30 credits each year (successively), applicable toward his or her degree program prior to applying for an Excelsior Scholarship;
- viii. be in a non-default status on a student loan made under any NYS or federal education loan program, or on the repayment of any NYS award;
- ix. be in compliance with the terms of the service condition(s) imposed by a NYS award that you have previously received; and
- x. execute a Contract agreeing to reside in NYS for the length of time the award was received, and if employed during such time, be employed by NYS.

Visit [www.hesc.ny.gov](http://www.hesc.ny.gov) for information and application instructions.

### 3. NYS Child Welfare Worker Incentive Scholarship Program

Grants awards for child welfare workers employed at voluntary not-for-profit child welfare agencies licensed by the NYS Office of Children and Family Services (OCFS). Recipients must agree to live in NYS and work at a voluntary not-for-profit child welfare agency licensed by OCFS for 5 years after graduation, and can use the award to get an associate's, bachelor's or graduate degree. Visit [www.hesc.ny.gov](http://www.hesc.ny.gov) for information and application instructions.

### 4. Veterans Tuition Awards

Vietnam, Persian Gulf, Afghanistan, or other eligible combat veterans matriculated at an undergraduate or graduate degree-granting institution or in an approved vocational training program in New York State are eligible for awards for full or part-time study. Visit [www.hesc.ny.gov](http://www.hesc.ny.gov) for information and application instructions.

### 5. NYS Regents Awards for Children of Deceased and Disabled Veterans

Provided to students whose parent(s) have served in the U.S. Armed Forces during specified periods of war or national emergency. Visit [www.hesc.ny.gov](http://www.hesc.ny.gov) for information and application instructions.

### 6. NYS Memorial Scholarships for Children and Spouses of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers and Emergency Medical Service Workers

Provides financial aid to children, spouses and financial dependents of deceased firefighters, volunteer firefighters, police officers, peace officers, and emergency medical service workers who have died as the result of injuries sustained in the line of duty in service to the State of New York. For study in New York State. Visit [www.hesc.ny.gov](http://www.hesc.ny.gov) for information and application instructions.

### 7. NYS Aid to Native Americans

Provides aid to enrolled members of tribes listed on the official roll of New York State tribes or to the child of an enrolled member of a New York State tribe. For study in New York State. Specific eligibility criteria, information and applications can be found at the New York State Education Department, Native American Education Unit.

### **8. Educational Opportunity Program (EOP) Grant**

Financial assistance provided to NYS residents admitted to the University's Educational Opportunity Program. Admitted students must meet academic and financial criteria established by state guidelines.

### **9. NYS Aid for Part-Time Study (APTS)**

The NYS Aid for Part-time Study (APTS) program provides grant assistance for eligible part-time students enrolled in approved undergraduate studies. Applications and additional information are available at [www.albany.edu/financialaid](http://www.albany.edu/financialaid) or in the Student Financial Center, CC G-26.

### **10. New York National Guard Educational Services**

The Recruitment Incentive and Retention Program (RIRP) is a New York State program designed to recruit and retain members for the State Military Forces (Army and Air National Guard, and Naval Militia). This competitive program will pay the cost of tuition up to a maximum of \$4,350 per calendar year for eligible qualified applicants. Link to: The Recruitment Incentive and Retention Program (RIRP) for additional information.

### **11. NYS Scholarships for Academic Excellence**

Awarded to outstanding graduates from registered New York State high schools. Awards are based on student grades in certain Regents exams. Visit [www.hesc.ny.gov](http://www.hesc.ny.gov) for information and application instructions.

### **12. Segal AmeriCorps Education Award**

Provided to New York State residents interested in high quality opportunities in community service. Visit [www.hesc.ny.gov](http://www.hesc.ny.gov) for information and application instructions.

### **13. NYS World Trade Center Memorial Scholarship**

Guarantees access to a college education for the families and financial dependents of the victims who died or were severely and permanently disabled in the Sept. 11, 2001 terrorist attacks and the resulting rescue and recovery efforts. Visit [www.hesc.ny.gov](http://www.hesc.ny.gov) for information and application instructions.

### **14. Flight 3407 Memorial Scholarship**

Provides financial aid to children, spouses and financial dependents of individuals

killed as a direct result of the crash of Continental Airlines Flight 3407 on February 12, 2009. Visit [www.hesc.ny.gov](http://www.hesc.ny.gov) for information and application instructions.

### **15. Flight 587 Memorial Scholarship**

For the families and financial dependents of victims of the crash of American Airlines Flight 587 on November 12, 2001. Visit [www.hesc.ny.gov](http://www.hesc.ny.gov) for information and application instructions.

### **16. The Military Enhanced Recognition Incentive and Tribute MERIT Scholarship, also known as Military Service Recognition Scholarship (MSRS)**

Provides financial aid to children, spouses and financial dependents of members of the armed forces of the United States or of a state organized militia who, at any time on or after Aug. 2, 1990, while a New York State resident, died or became severely and permanently disabled while engaged in hostilities or training for hostilities. For study in New York State. Visit [www.hesc.ny.gov](http://www.hesc.ny.gov) for information and application instructions.

### **17. NYS Math & Sciences Teaching Incentive Scholarship**

Provides grants to eligible full-time undergraduate or graduate students in approved programs that lead to math or science teaching careers in secondary education. Visit [www.hesc.ny.gov](http://www.hesc.ny.gov) for information and application instructions.

### **18. NYS Science, Technology, Engineering and Mathematics (STEM) Incentive Program**

The NYS STEM Incentive Program provides a full SUNY or CUNY tuition scholarship for the top 10 percent of students in each New York State high school if they pursue a STEM degree in an associates or bachelor degree program and agree to work in a STEM field in New York State for 5 years after graduation. Visit [www.hesc.ny.gov](http://www.hesc.ny.gov) for information and application instructions.

### **19. NYS Achievement and Investment in Merit Scholarship (NY-AIMS)**

The NYS Achievement and Investment in Merit Scholarship (NY-AIMS) provides high school graduates who excel academically with \$500 in merit-based scholarship to support their cost of attendance at any college or university located in New York State. Visit [www.hesc.ny.gov](http://www.hesc.ny.gov) for information and application instructions.

### **20. NYS Masters-in-Education Teacher Incentive Scholarship**

The New York State Masters-in-Education Teacher Incentive Scholarship Program provides 500 top undergraduate students full graduate tuition awards annually, to pursue their Masters in Education at a SUNY or CUNY college or university. To be eligible, a student must be enrolled full-time in a master's degree in education program and agree to teach in a NYS public elementary or secondary school for five years following completion of his or her degree. Visit [www.hesc.ny.gov](http://www.hesc.ny.gov) for information and application instructions.

## **Federal Financial Aid**

### **Academic Eligibility Criteria for Federal Awards**

Federal regulations require students to make Satisfactory Academic Progress (SAP) towards a degree in order to receive any federal student aid, including Federal Direct Loans. SAP guidelines require students to meet both a Qualitative (Cumulative GPA) and Quantitative (Pace) standard within a maximum time frame. To remain eligible students must continue to meet SAP.

Students must maintain a satisfactory cumulative grade point average. Students will retain eligibility for financial aid if they maintain a cumulative GPA consistent with the University's academic standards required for graduation and meet the requirements shown on the academic progress chart. Students who fail to meet SAP are no longer eligible for federal student aid, but have the option to appeal following the appeal procedure below. UAlbany's Academic Retention Standards are described in the 2018-2019 Undergraduate Bulletin and can also be found on the Undergraduate Education website at [www.albany.edu/undergraduateeducation/academic\\_standing.php](http://www.albany.edu/undergraduateeducation/academic_standing.php).

Additionally, a student must progress through his or her educational program taking only courses applicable to their program of study to ensure that they will complete the program within the maximum timeframe required for federal student aid. Students may attempt up to 150% of the credits normally required to complete a baccalaureate degree and retain eligibility for federal student aid.

At the University at Albany students must have earned 120 graduation credits to receive a Bachelor of Arts or Bachelor of Science degree. Thus, students may

attempt up to 180 credits and retain eligibility for federal student aid; however, students must also complete a percentage of credits attempted each year as shown on the academic progress chart below. Transfer credits accepted by the University are considered to be attempted and completed credits for this purpose.

#### Academic Progress Chart for Federal Financial Aid Title IV Programs

If credits attempted are between:	Then the following % of graduation credits must be completed:
3-30	30%
31-60	50%
61-90	60%
91-120	65%
121-150	70%
151-180	80%
Over 180	Ineligible

Progress towards the degree will be measured once each year, at the completion of the spring semester. Students may restore eligibility for federal aid when they meet the standards outlined in the SAP policy.

**Repeated Courses:** Repeat course credits will be counted as attempted and earned in the calculation of Federal Satisfactory Academic Progress. Note: unlimited repeated courses can be funded with federal aid if the student has not passed the course previously at UAlbany. Only one repeated course can be funded with the federal aid if the student previously passed the course.

**Course Withdrawals:** Credits for courses with a grade of *W* will be counted as attempted credits, but not credits earned in determining Federal Satisfactory Academic Progress.

**Remedial Non-credit Coursework:** Credits for remedial non-credit courses will not be counted as credits attempted or credits earned in determining Federal Satisfactory Academic Progress.

**Incomplete Grades:** In determining Federal Satisfactory Academic Progress, credits for courses with grades of *Incomplete* will count toward credits attempted but not count toward credits earned until the incomplete grade is changed to a passing grade.

**Transfer credits:** Transfer credits accepted by the University are considered to be attempted and completed credits in determining Federal Satisfactory Academic Progress.

**Change in Major:** A change in major has no impact on academic success. All attempted credits and grades earned will be counted when assessing progress.

#### Completed Program, No Degree

Students who have completed all degree coursework and academic requirements for the degree they are pursuing cannot continue to receive federal aid.

#### Loss of Eligibility for Federal Awards

Students who are not making satisfactory academic progress will lose their eligibility for federal student aid. Students may appeal to the University if they feel there are special circumstances that affected their ability to make academic progress.

#### Appeal Process

Reasons for appeal may include: a death in the student's immediate family, serious injury or illness or other mitigating circumstances that may have prevented the student from meeting SAP requirements. Students will be required to complete and submit a Satisfactory Academic Progress Waiver Form for Federal Financial Aid, which includes submitting an appeal outlining why they failed to meet SAP and what has changed that will allow them to be successful moving forward. Please note that a maximum of two appeals for separate and distinct circumstances will be considered.

If the appeal is approved, students will be placed on an academic improvement plan and notified in writing that they are on financial aid probation for one additional semester. Students on probation are eligible to receive financial aid, but are subject to the University's policy regarding review and dismissal for academic reasons. Questions regarding academic progress should be directed to the Office of Financial Aid.

Note: a student on financial aid probation for a payment period may not receive federal aid for the subsequent payment period unless the student makes satisfactory academic progress or the institution determines that the student met the requirements outlined in the academic improvement plan.

### Federal Programs

#### 1. Federal Pell Grant

This federal grant program provides assistance to matriculated undergraduate students who have demonstrated the highest calculated need as determined by the FAFSA. The maximum award for the 2018-2019 academic year is \$6,095. The award amount will depend not only on financial need, but also on the cost of attendance, enrollment status as a full-time or part-time student, and plans to attend school for a full academic year or less.

Students are only eligible to receive a Pell Grant for a maximum of 12 semesters.

#### 2. Federal Supplemental Educational Opportunity Grant (FSEOG)

Students receiving this type of assistance must have exceptional financial need. At the University at Albany, this grant typically ranges from \$200 to \$700 each year.

#### 3. Federal Direct Loans

Subsidized or Unsubsidized Federal Loans are available to matriculated students who are enrolled at least half-time. Students with financial need may borrow a Direct Subsidized Loan, which means interest does not accrue on the loan while the borrower is in school. Regardless of financial need, eligible students will be offered a Direct Unsubsidized Loan. Students are not required to pay interest while in school. Freshmen may borrow up to \$5,500 with no more than \$3,500 from subsidized, sophomores up to \$6,500 with no more than \$4,500 from subsidized, and junior/seniors up to \$7,500 with no more than \$5,500 from subsidized annually. Freshmen or sophomore independent students and dependent students whose parents are denied the Direct PLUS loan may borrow up to an additional \$4,000 unsubsidized loan annually, or up to an additional \$5,000 unsubsidized loan annually as juniors or seniors. The loan borrowing limit for dependent undergraduate students is \$31,000, while independent undergraduate students may borrow \$57,500. No undergraduate can borrow in excess of \$23,000 in subsidized funds. Please refer to the Student Loan section of the financial aid webpage for the most up to date information on origination fees and interest rates. Students planning to borrow for the first time must complete a master promissory note (MPN) and entrance counseling at [www.studentloans.gov](http://www.studentloans.gov).

#### 4. Federal Direct PLUS Loans

Direct Parent PLUS loans allow parents of dependent students to borrow the difference between the student's cost of attendance and any financial aid awarded to the student. This loan requires the parent to complete and successfully pass a credit check. Repayment of principal and interest begins within 60 days of the final loan disbursement unless otherwise deferred. Please refer to the Student Loan section of the financial aid webpage for the most up to date information on origination fees and interest rates. Parents should complete the application and Master Promissory Note at the Federal Student Aid website [www.studentloans.gov](http://www.studentloans.gov).

### 5. Federal Work-Study Program

A Work-Study award provides employment opportunities for students with financial need. Students are employed by various campus administrative offices, academic departments, and community service agencies. Students are paid an hourly rate and receive paychecks every two weeks for hours worked. Students will have the opportunity to select which jobs they would like to apply for and submit their job applications online. Work-Study is an employment opportunity, not a guaranteed job.

### 6. Bureau of Indian Affairs to Native Americans Higher Education Assistance Program

Eligibility is restricted to students with financial need who are pursuing a four-year degree, are at least one-fourth American Indian, Eskimo, or Aleut and are enrolled members of a tribe, band or group recognized by the Bureau of Indian Affairs Office. Application must be made each year. In addition, first-time applicants must obtain tribal certification from the appropriate bureau agency or tribal office which records enrollment for the tribe.

### 7. Montgomery GI Bill — Active Duty (Chapter 30)

This program provides for up to 36 months of education benefits to eligible veterans. Basic eligibility criteria are an honorable discharge and a high school diploma or GED. In addition, the veteran must meet the criteria set forth in one of three categories. These criteria are based on dates of active duty, length of service, and special requirements specific to each particular category. Additional information is available at [www.gibill.va.gov](http://www.gibill.va.gov).

### 8. Montgomery GI Bill — Selected Reserve (Chapter 1606)

Selected Reserve educational benefits are available to members of the Army, Navy, Air Force, Marine Corps, and Coast Guard Reserves as well as the Army National Guard and the Air Guard. It is the first Veteran's Administration program that makes educational benefits available to reservists who have never served on active duty. Additional information about eligibility criteria and monthly benefit amounts is available at [www.gibill.va.gov](http://www.gibill.va.gov).

### 9. Reserve Educational Assistance Program (Chapter 1607)

REAP is an education program that provides up to 36 months of education benefits to members of the Selected Reserves,

Individual Ready Reserve, and National Guard, who are called to active service in response to a war or national emergency, as declared by the President or Congress. Eligibility will be determined by the Department of Defense or Department of Homeland Security, as appropriate. Additional information is available at [www.gibill.va.gov](http://www.gibill.va.gov).

### 10. Survivors' and Dependents' Educational Assistance Program (Chapter 35)

This education benefit is available to eligible dependents of veterans who are at least 18 years old, veterans' spouses, and surviving spouses who meet the eligibility criteria. The veteran must be totally and permanently disabled from a service-related disability or died because of a service-related disability. Eligible persons can receive benefits for up to 45 months. Additional information is available at [www.gibill.va.gov](http://www.gibill.va.gov).

### 11. Post-9/11 GI Bill (Chapter 33)

The Post-9/11 GI Bill provides financial support for education and housing to individuals with at least 90 days of aggregate service on or after September 11, 2001, or individuals with a service-connected disability after 30 days. You must have received an honorable discharge to be eligible. The Post-9/11 GI Bill will pay eligible individuals at a percentage level ranging from 40% to 100%, based on the total number of days of eligible service after September 10, 2001. Payments include: tuition and fees directly to the school, not to exceed the maximum in-state tuition and fees at a public Institution of Higher Learning; a monthly housing allowance based on the Basic Housing Allowance for an E-5 with dependents at the location of the school; and an annual books and supplies stipend of up to \$1,000 paid proportionately based on enrollment. Additionally, tutorial assistance, and licensing and certification test reimbursement are approved. Students enrolled exclusively in online training will receive half the national average in the housing allowance. If you are enrolled half-time or less, or on active duty you will not receive the housing allowance but are eligible for a book allowance. This benefit provides up to 36 months of education benefits, generally payable for 15 years following your release from active duty. The Post-9/11 GI Bill also offers some service members the opportunity to transfer their GI Bill to their dependents. Additional information is available at [www.gibill.va.gov](http://www.gibill.va.gov).

### 12. Vocational Rehabilitation and Employment VetSuccess Program (Chapter 31)

The VR&E VetSuccess program assists veterans with service-connected disabilities prepare for, find, and keep suitable jobs by providing services that include post-secondary training at a college or university. Additional information is available at [www.vba.va.gov](http://www.vba.va.gov).

## 2018-2019 Estimated Costs

The following is a schedule of estimated expenses for full-time undergraduate students for the 2018-2019 academic year. Tuition and fees are prorated for part-time students. Please note that tuition and fee charges are subject to change by official action of the State University of New York Board of Trustees. Refer questions concerning these charges to the Student Financial Center.

The amounts include direct expenses billed by the Student Accounts Office (e.g., Tuition, Fees, Room and Board) and indirect expenses not billed by Student Accounts (e.g., Books, Travel). Although indirect costs do not appear on the Student Account invoice, both direct and indirect costs are used by the Financial Aid Office in developing a student's budget and in making financial aid commitments. The total estimated cost (direct and indirect) for one semester of full-time undergraduate study for a typical New York State resident student living on campus is about \$13,245 of which approximately \$11,849 is directly billed charges.

## Payment Policies

Students are billed for tuition, fees, room and board following registration. The University issues electronic invoices (eBill Statements). Notice of an eBill is sent to the student's UAlbany email account. Students are directed to view and pay their bills on [epay.albany.edu](http://epay.albany.edu). On the E-Pay website, students may also enroll in the E-Payment Plan at a cost of \$45 a semester. Depending on the date of enrollment, up to four installments per semester may be made. To avoid administrative/late payment fees, students should check their @albany.edu email account after the 20<sup>th</sup> of each month for notice of an eBill. Payment is due on the 15<sup>th</sup> of the following month. Save time, pay online at [epay.albany.edu](http://epay.albany.edu). Payments made by U.S. postal mail should allow at least five business days prior to the due date on the invoice. Students must have proof of approved aid,



waivers, or scholarships in order to defer payment. Without satisfactory evidence to defer, students are expected to pay charges up front and wait for reimbursement when the aid, waiver, or scholarship funds are actually received.

Students with unpaid financial obligations will have a “hold” placed on their records and will be unable to register for future terms, order official transcripts, and receive diplomas. In addition, the University assesses an Administrative or Late Payment Fee of up to \$50 each time an invoice is issued and not paid or not covered by approved financial aid by the invoice due date. Invoices are issued on a monthly basis to students with outstanding balances. Students with past due charges from any SUNY unit are not permitted to register at the University at Albany.

Delinquent accounts are transferred to private collection agencies and/or the New York State Attorney General’s Office for collection. Delinquent accounts are subject to interest and collection fee charges.

## New York State Residency for Tuition Rate Purposes

Students are charged in-state or out-of-state tuition rates based on their residency status. The Student Accounts Office follows SUNY policies in determining residency for tuition rate purposes. Generally, students are not considered in-state residents until they have established their domicile (permanent home) in New York and maintained it for 12 months. Please note, however, that the domicile of an unemancipated student is considered to be that of the parent or other legal guardian regardless of the length of the student’s presence in New York.

Certain non-resident students may be eligible for the resident tuition rate if: they attended an approved NYS high school for two or more years, graduated from an approved NYS high school and applied for admission to and attend the University within five years of receiving a NYS high school diploma; or attended an approved NYS program for a GED exam preparation, received a GED and applied for admission to and attend the University within five years of receiving the GED. Students who think they qualify for this exception should complete and submit a residency application along with an official/final copy of the NYS high school transcript showing the award of the degree or an official copy of the NYS GED.

Visit [www.va.gov/](http://www.va.gov/) or contact [uaveteran@albany.edu](mailto:uaveteran@albany.edu) for information regarding in-state tuition rates for GI-Bill-recipient veterans and authorized dependents of veterans, and be sure to register your status on the MyUAlbany Student Home tab under U.S. Military Service Status.

Students who wish to appeal their out-of-state designation should contact the Student Financial Center or visit [www.albany.edu/studentaccounts/residency.php](http://www.albany.edu/studentaccounts/residency.php) for an application and copy of the residency application guidelines. Applications for

New York State Residency Status for Tuition Billing Purposes must be received in the Office of Student Accounts no later than the close of business on the deadline date for the semester in order to be considered for residency status for that semester. Deadlines: October 1, Fall; January 2, Winter; March 1, Spring; July 1, Summer.

*Failure to submit an application by the deadline date will result in full liability for tuition at the out-of-state tuition rate.*

## Estimated Cost Information\*

The following charges are *estimates* for the 2018-2019 academic year.

	Fall 2018	Fall 2018 & Spring 2019
<b>Tuition</b>		
N.Y.S. Residents	\$ 3,435.00	\$ 6,670.00
N.Y.S. Resident Excelsior Recipients	\$ 3,235.00	\$ 6,470.00
Out-of-State Residents	\$11,855.00	\$23,710.00
Resident On-Line Tuition	\$ 3,435.00	\$ 6,870.00
Non-Resident On-Line Tuition	\$ 4,120.00	\$ 8,240.00
<b>Mandatory Fees</b>		
One-Time New Student Fee, Freshman	\$ 255.00	\$ 255.00
One-Time New Student Fee, Transfer	\$ 155.00	\$ 155.00
University Fee	\$ 62.50	\$ 125.00
Student Activity Fee	\$ 110.00	\$ 220.00
Intercollegiate Athletic Fee	\$ 300.00	\$ 600.00
Comprehensive Service Fee	\$ 679.00	\$ 1,358.00
Recreation & Campus Life Fee	\$ 104.00	\$ 208.00
Academic Excellence Fee	\$ 187.50	\$ 375.00
International Health and Emergency Student Insurance (mandatory for international students; 18-19 rates not available at time of publication, rates shown here are for the 17-18 AY)	\$ 589.50	\$ 1,414.80
*Room Rental	\$ 4,391.00	\$ 8,782.00
*Board (non-Kosher, Opportunity Plan)	\$ 2,550.00	\$ 5,100.00
<b>Other Expenses</b>		
Class Dues (optional)	\$ 3.00	\$ 6.00
Student-Alumni Partnership (optional)	\$ 30.00	\$ 60.00
E-Payment Plan Enrollment Fee (optional)	\$ 45.00	\$ 90.00
Five Quad Contribution (optional)	\$ 5.00	\$ 10.00
Sevis Fee (International Students)	\$ 100.00	\$ 200.00
Late Registration Fee	\$ 40.00	\$ 80.00
Late Payment/Administrative Fee (up to per invoice)	\$ 50.00	\$ 100.00
Books	\$ 500.00	\$ 1,000.00
Personal, Travel, etc.	\$ 860.00	\$ 1,720.00

\*Tuition and fee charges are subject to change by official action of the State University of New York Board of Trustees. See [www.albany.edu/studentaccounts/tuition.php](http://www.albany.edu/studentaccounts/tuition.php) for additional information.

## Tuition Charge Adjustments/Refunds

Students who officially depart from the University or reduce the number of credits for which they are registered may be entitled to a proportionate refund of tuition paid or proportionate adjustment of tuition charges according to the schedule below. Refunds or adjustments of charges are based on the date the departure form is officially received by the Office of the Vice

Provost for Undergraduate Education (LC 30) or the date the drop is officially processed by the Registrar’s Office, not on the date of the last class attended.

Students who register for courses and who do not drop their classes on MyUAlbany before the end of the fourth week of classes are liable for full charges. Please refer to the “Withdrawing from the University” and “Dropping Courses” sections of this bulletin for additional information.

For refund purposes, the first week of classes shall be deemed to have ended when seven calendar days, including the first day of scheduled classes, have elapsed. The first day of classes as scheduled by the campus shall be deemed to be the first day that any classes are offered. Refund schedules are subject to change by official action of the State University of New York. See [www.albany.edu/studentaccounts/liability.php](http://www.albany.edu/studentaccounts/liability.php) for liability schedules.

### Semester Liability

Official Withdrawal or Drop	Percent of Tuition Adjustment/Refund
First Week	100%
Second Week	70%
Third Week	50%
Fourth Week	30%
Fifth Week	0%

#### Example of refund to an in-state student whose program drops below 12 credits:

Tuition charge for student taking 13 credits \$3,435.00

#### Student drops a 3-credit course during fourth week:

Tuition charge as a part-time student for the remaining 10 credits (10 credits at \$278.00) \$2,860.00

Difference between amount originally charged as a full-time student and re-evaluated charges as a part-time student \$ 575.00

Adjustment/Refund percentage as provided by schedule of tuition liability during fourth week 30%  
Adjustment/Refund \$ 172.50

*A student who believes the unpaid balance on her/his account as a result of the adjustment for dropping or withdrawing from classes is incorrect has the right to file an appeal with the Tuition Appeals Committee.*

*Appeals **must** be filed no later than one year after the end of the term for which the tuition requested to be refunded was paid to the University.*

### Refund Policy for Recipients of Title IV Financial Aid

Eligibility for aid earned is based on the date of the student's withdrawal from the University. Withdrawing students with federal Title IV aid may have a portion of their aid returned to the individual aid program, thus reducing the original amount of aid awarded. Federal regulations determine the amount to be refunded and the order in which the programs are repaid. As of the date of this publication, federal regulations require that funds be returned to the program in the following order: Unsubsidized Direct Stafford, Subsidized Direct Stafford, Perkins, PLUS, Pell, ACG, SMART, and SEOG. Please contact the Student Financial Center for additional details.

# General Information

## Student Retention and Consumer Information

### Student Retention Data

Approximately 83 percent of matriculated freshmen from the fall 2016 entering class enrolled for a second year of study.

Approximately 56 percent of matriculated full-time freshmen from the fall 2013 entering class received a baccalaureate degree within four years of study, and 65 percent of the fall 2011 entering class received a baccalaureate degree within six years of study.

Approximately 65 percent of matriculated transfer students receive a baccalaureate degree within four years of study at this University.

### Student Consumer Information: “Right-To-Know”

Federal student disclosure regulations require the University to provide all prospective and enrolled students with information on subjects with which they should be familiar. This information can be found at [www.albany.edu/ir/rtk](http://www.albany.edu/ir/rtk).

The subjects include student financial aid (description of aid programs available, eligibility criteria, how to apply, the method of award and distribution, satisfactory progress standards, loan terms and deferrals); tuition and other costs; refund and withdrawal policies; information about academic programs, personnel and facilities; facilities and services available to disabled students; retention and graduation rates; and athletic program participation rates and financial support data. Also available is the University’s Annual Security Report which includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. Information regarding parent and student rights under the Family Educational Rights and Privacy Act (FERPA) with respect to access to and the release of student education records is also available. Inquiries or paper

copies should be directed to RTK, Institutional Research, UAB321, 1400 Washington Avenue, Albany, NY 12222.

## Release of Student Information

### Family Education Rights and Privacy Act (FERPA)

**The Family Education Rights and Privacy Act (1974)**, as amended, sets forth the requirements regarding the privacy of student records. This law applies to postsecondary and K-12 schools.

FERPA governs the disclosure of education records maintained by an education institution, as well as access to these records. FERPA rights belong to the student at a postsecondary institution regardless of age. FERPA applies to all students, including continuing education students, students auditing a class, distance education students, and former students and alumni.

Education records under FERPA are defined as:

- Directly related to a student.
- Maintained by an educational agency or institution, or by a party acting for the agency or institution, if certain conditions are met.

FERPA affords eligible students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student’s education records within 45 days after the day the University at Albany receives a request for access. A student should submit to the University Registrar, Dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes is inaccurate. While a school is not required to amend

education records in accordance with a student’s request, the school is required to consider the request. A student who wishes to ask the University to amend a record should write the school official responsible for the record, clearly identify the part of the record they want changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and their right to a hearing regarding the request for amendment. The FERPA amendment procedure only may be used to challenge facts that are inaccurately recorded, it may not be used to challenge a grade, an opinion, or a substantive decision made by a school about an eligible student. FERPA was intended to require only that schools conform to fair record-keeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary rulings, or placement determinations. Thus, while FERPA affords students the right to seek to amend education records which contain inaccurate information, this right cannot be used to challenge a grade or an individual’s opinion, or a substantive decision made by a school about a student. Additionally, if FERPA’s amendment procedures are not applicable to a student’s request for amendment of education records, the school is not required under FERPA to hold a hearing on the matter. Additional information regarding hearing procedures are provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. The University discloses education records without a student’s prior written consent under the FERPA exception for disclosure to University/school officials with a legitimate educational interest\*. A University official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University

to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

*Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202*

### When Does FERPA take Effect?

FERPA becomes effective on the first day of classes (see academic calendar) for those newly admitted students who are registered\*\* for at least one class.

“Student” applies to all students, including continuing education students, students auditing classes, distance education students, and former students.

Individuals who have applied for admission, but have not been accepted, have no rights under FERPA.

*\*\*The University at Albany considers “registered” and “enrolled” equivalent terms in the administration of FERPA.*

### Notice of Disclosure and Directory Information

Generally, schools must have written permission from a student in order to release any information from a student’s education record. However, FERPA permits the disclosure of personally identifiable information (PII) from students’ education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of FERPA regulations, some of which are listed below:

- School officials with legitimate educational interest\*
- Other schools to which a student is transferring. Upon request, the University at Albany will also disclose education records, without consent, to officials of another college/university in which a student seeks or intends to enroll. The University will do so upon request, without notification to the student.
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies

- State and local authorities, within a juvenile justice system, pursuant to specific State law

FERPA also permits schools to disclose, without consent, “directory” information. The University, in accordance with FERPA, has designated the following information about students as public (directory) information:

- Name
- Address (local and permanent)
- Academic status (Undergraduate, Graduate, General Studies, Full-Time, Part-Time, etc.)
- Dates of attendance
- Degrees completed
- Program of Study
- Honors and Awards

Students have the right to have this directory information withheld/suppressed from the public if they so desire. If such a request is made, it is the policy of the University that all directory information will be withheld/suppressed. Each student who wants all directory information withheld/suppressed shall so indicate by contacting the Office of the University Registrar in writing, with notarization (see [www.albany.edu/registrar](http://www.albany.edu/registrar) for form).

The University receives many inquiries for “directory information” from a variety of sources, including friends, parents, relatives, prospective employers, the news media, etc. Each student is advised to carefully consider the consequences of a decision to withhold/suppress “directory information.” Students who request the suppression of directory information will not be listed in the commencement brochure, any University or media publications, and will not be eligible for degree verification by the University, etc. The suppression of directory information will remain in effect until retracted, in writing with notarization, by the student (see [www.albany.edu/registrar](http://www.albany.edu/registrar) for form). Please note that suppression of directory information does not preclude a University official, with a legitimate educational interest, from inspecting students’ education records. Please contact the Registrar’s Office for guidance.

The University, in all good faith, will not release directory information requested to be withheld, unless it’s under the provisions listed above.

*\*School Officials with a Legitimate Education Interest:*

*A school official is a person employed by the University at Albany and/or the State University*

*of New York — SUNY in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the University at Albany who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of Personally Identifiable Information (PII) from educational records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University at Albany and/or the State University of New York — SUNY ([http://www.suny.edu/sunypp/documents.cfm?doc\\_id=540](http://www.suny.edu/sunypp/documents.cfm?doc_id=540)).*

### Official Notification to Students

Official University notifications are sent to students via both postal mail and electronic mail. Postal mail is sent to students’ permanent addresses on file with the University. Students are responsible for ensuring that their permanent addresses are kept up-to-date by reviewing and changing as appropriate their address information on MyUAlbany.

Electronic mail is sent to students’ @albany.edu email address. See the Bulletin section on “Students’ Official University Email” for additional information about this policy.

### Students’ Official University Email Account

It is the policy of the University at Albany that email is an official means of communication with students. This policy pertains to *all* students and stipulates that the University can convey relevant academic and administrative information to targeted student populations using their UAlbany Mail address.

All students receive a UAlbany Mail account when they become eligible to enroll for classes. Students are responsible for checking their email account regularly so as not to miss important, time-sensitive, University communications. More information is available at [http://www.albany.edu/its/policies\\_communication.htm](http://www.albany.edu/its/policies_communication.htm).

# Undergraduate Academic Regulations

As one of the Councils of the University Senate, the Undergraduate Academic Council recommends policy concerning undergraduate academic programs and regulations. To assist in academic governance, individual schools and colleges have collateral committees that can recommend academic policy to this council. It is the responsibility of each undergraduate student to be knowledgeable concerning pertinent academic policy. The University encourages students to accept the widest responsibility for their academic programs. For clarification and interpretation of the regulations contained in this section, students should contact the Office of the Vice Provost for Undergraduate Education, Lecture Center 30.

## Policy Exceptions

In rare cases and for extraordinary reasons, exceptions to University, college, school, and department academic regulations may be granted to individual students. A student who wishes an exception to an existing regulation should, in the case of a college, school or department regulation, consult with the head of the unit in question for the approved procedure for submitting an appeal. For exceptions to University regulations, students should contact the Committee on Academic Standing through the Office of the Vice Provost for Undergraduate Education in Lecture Center 30. Please note that the Committee on Academic Standing only reviews these petitions for waivers during the Fall and Spring semesters.

## Standards of Academic Integrity

**Note: The policies and procedures in the following section on Standards of Academic Integrity are effective beginning Fall 2013 by action of the University Senate.**

As a community of scholars, the University at Albany has a special responsibility to integrity and truth. By testing, analyzing, and scrutinizing ideas and assumptions, scholarly inquiry produces the timely and valuable bodies of knowledge that guide and inform important and significant decisions, policies, and choices. Our duty to be honest, methodical and careful in the attribution of data and ideas to their sources establishes the foundations of our work.

Misrepresenting or falsifying scholarship undermines the essential trust on which our community depends. Every member of the community, including both faculty and students, shares an interest in maintaining academic integrity.

When the entire University community upholds the principles of academic integrity, it creates an environment where students value their education and embrace experiences of discovery and intellectual growth. In this environment, grades and degrees are awarded and applauded as the recognition of years of learning, achievement, discipline, and hard work. Maintaining the highest standards of academic integrity insures the value and reputation of our degree programs; these standards represent an ethical obligation for faculty intrinsic to their role as educators, as well as a pledge of honor on the part of students. If a violation of academic integrity occurs, faculty, deans, and students all share in the responsibility to report it.

Violations of trust harm everyone. The academic community needs to trust that its members do not misrepresent their data, take credit for another's ideas or labor, misrepresent or interfere with the work of other scholars, or present previous work as if it were new. Acts of academic dishonesty undermine the value and credibility of the institution as a whole, and may distract others from important scholarship or divert resources away from critical research. In particular, students who plagiarize or falsify their work not only fail to adhere to the principles of scholarly inquiry and fail their peers by taking undeserved credit or reward, but they also fail to demonstrate their learning.

These guidelines define a shared context of values to help both students and faculty to make individual and institutional decisions about academic integrity. *Every student has the responsibility to become familiar with the standards of academic integrity at the University. Faculty members must specify in their syllabi information about academic integrity, and may refer students to this policy for more information. Nonetheless, student claims of ignorance, unintentional error, or personal or academic pressures cannot be excuses for violation of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly, and UAlbany faculty are responsible for teaching, modeling and upholding*

*them.* Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the University at Albany degree.

## Resources for Students

The University Libraries offer important resources for students seeking additional orientation to academic integrity.

*Practicing Academic Integrity Site:* [library.albany.edu/infolit/integrity](http://library.albany.edu/infolit/integrity). This site provides access to concise and engaging educational resources that will help students navigate through the complexities surrounding information use and creation in today's digital environment. Acknowledging the work of others through citation (and its flip side, plagiarism), copyright, the ethics of sharing information in different formats, and the importance of contributing one's own voice to academic conversations are all highlighted.

*Citation Tools:* the University Libraries offers a wide variety of citation tools which may be found at [libguides.library.albany.edu/citationgenerators](http://libguides.library.albany.edu/citationgenerators). These resources include citation generators and more extensive citation management tools, such as Zotero, Citation generators are websites or mobile apps that automatically format citations and bibliographies. Users select a type of source to be cited, such as a book, enter the book title, and the citation generator retrieves the required data and creates the citation data. Citation generators are useful for undergraduates who need to create bibliographies when writing papers, but it is important to check the resulting citations for errors. Citation management software programs allow students to create and organize a personal library of references and articles, format citations for a bibliography in various citation styles, and sometimes share and collaborate with others. Also available is CitationFox, an extensive resource developed by UAlbany librarians that provides citation guidance and examples for both the MLA and APA style.

Students should consult syllabi, their instructors, and in relevant circumstances their advisors for information about specific policies on academic integrity in courses or other academic exercises such as comprehensive/qualifying examinations, theses, and dissertations.

Graduate students may access additional information on Academic Integrity, Conduct, and Research Regulations via [www.albany.edu/graduate/index.php](http://www.albany.edu/graduate/index.php).

## Examples of Academic Dishonesty

The following is a list of acts considered to be academically dishonest and therefore unacceptable. Committing such acts is a breach of integrity and is subject to penalty. No such list can, of course, describe all possible types or degrees of academic dishonesty. Therefore this list should be viewed as a set of examples, rather than as an exhaustive list. Individual faculty members, Deans of Schools and Colleges as appropriate, and Community Standards will continue to judge each breach according to its particular context.

**Plagiarism:** Presenting as one's own work the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else). Some examples of plagiarism include copying, paraphrasing, or summarizing without acknowledgment, submission of another student's work as one's own, the purchase/use of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one's reliance on other sources is also a form of plagiarism. Students are responsible for understanding legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness.

Examples of plagiarism include: failure to acknowledge the source(s) of even a few phrases, sentences, or paragraphs; failure to acknowledge a quotation or paraphrase of paragraph-length sections of a paper; failure to acknowledge the source(s) of a major idea or the source(s) for an ordering principle; failure to acknowledge the source (quoted, paraphrased, or summarized) of major sections or passages in the paper or project; the unacknowledged use of several major ideas or extensive reliance on another person's data, evidence, or critical method; submitting as one's own work, work borrowed, stolen, or purchased from someone else.

**Cheating on Examinations:** Giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include collaboration of any sort during an examination (unless specifically approved by the instructor); collaboration before an examination (when

such collaboration is specifically forbidden by the instructor); the use of notes, books, or other aids during an examination (unless permitted by the instructor); arranging for another person to take an examination in one's place; looking upon someone else's examination during the examination period; intentionally allowing another student to look upon one's exam; unauthorized discussion of exam questions during the examination period; and the passing of any examination information to students who have not yet taken the examination. There can be no conversation while an examination is in progress unless specifically authorized by the instructor.

**Multiple Submission:** Submitting substantial portions of the same work for credit more than once without receiving the prior explicit consent of the instructor to whom the material is being submitted the second or subsequent time.

**Forgery:** Imitating another person's signature on academic or other official documents, including class material.

**Sabotage:** Willfully destroying, damaging, or stealing of another's work or working materials (including lab experiments, computer programs, term papers, digital files, or projects).

**Unauthorized Collaboration:** Collaborating on projects, papers, or other academic exercises when this is forbidden by the instructor(s). The default faculty assumption is that work submitted for credit is entirely one's own. At the same time, standards on appropriate and inappropriate collaboration as well as the need for collaboration vary across courses and disciplines. Therefore, students who want to confer or collaborate with one another on work receiving academic credit should seek the instructor's permission to collaborate.

**Falsification:** Misrepresenting material or fabricating information in an academic exercise or assignment (for example, the false or misleading citation of sources, the falsification of experimental or computer data, etc.).

**Bribery:** Offering or giving any article of value or service to an instructor in an attempt to receive a grade or other benefits not legitimately earned or not available to other students in the class.

**Theft, Damage, or Misuse of Library or IT Resources:** Removing uncharged library materials from the library, defacing or damaging library materials, intentionally displacing or hoarding materials within the library for one's unauthorized

private use, or other abuse of reserve-book privileges. Any violation of the University's Responsible Use of Information Technology policy. This includes, but is not limited to, unauthorized use of the University's or another person's computer accounts, codes, passwords, or facilities; damaging computer equipment or interfering with the operation of the computing system of the University.

## Penalties and Procedures for Violations of Academic Integrity

The course instructor is responsible for determining when a student has violated academic integrity in a course. Students engaging in other academic activities such as qualifying or comprehensive examinations, theses, dissertations must also adhere to the standards of academic integrity outlined in this policy. In these cases, academic advisors and department, college, or school officials responsible for a student's program of study are charged with determining if a student has violated academic integrity.

When a faculty member determines that a student has violated academic integrity, he or she will inform the student and impose an appropriate sanction. Faculty members must respond in a manner most appropriate to the particular infraction and the circumstances of the case in question, according to his or her best judgment. Penalties for violations of academic integrity may include, but are not limited to, the following:

1. Warning without further penalty, or with a requirement that an assignment be redone without a breach of academic integrity and resubmitted
2. Lowering of an assignment/exam grade
3. Assigning a failing grade on a paper containing plagiarized material
4. Assigning a failing grade on any examination in which cheating occurred
5. Lowering a course grade
6. Giving a failing grade in a course or other academic exercise

In addition, faculty members encountering a violation of academic integrity in their courses are required to complete and file the *Violation of Academic Integrity Report*. The report should indicate the sanction imposed and a brief description of the incident. Faculty filing a VAIR will submit copies both to the Vice Provost for Undergraduate Education or Graduate Education, as appropriate, and to the student.

If a faculty member informs the student that he or she will receive a failing grade for the course as a whole or for a component of the course as a result of academic dishonesty, the student receiving such a penalty will not be permitted to withdraw from the course, or to change the grading basis of the course from *A–E* to *S/U*.

Students who feel they have been erroneously penalized for an academic integrity infraction, or who think that a penalty is inappropriate, may make use of the grievance procedures, beginning with the Department and the College/School where the course was offered. Each College/School of the University has procedures for students who seek to dispute grades assigned or penalties imposed for academic infractions. Copies of the procedures are maintained in the College/School Deans' Offices or on their respective websites.

If a student is cleared of wrongdoing through the grievance process, the student will not be subject to any penalties and the *Violation of Academic Integrity Report* associated with the case will be destroyed.

A violation confirmed by admission on the part of the student, by the student's acceptance of the charges and penalties outlined in the *Violation of Academic Integrity Report*, or through the grievance process will result in the enforcement of the penalty determined by the faculty member reporting the incident.

Under either of the following two conditions, a violation *may* be forwarded to Community Standards for further adjudication and, potentially, further sanction:

- The faculty member reporting the incident has determined that the violation is serious enough to merit a failing grade in the course, and would like to have the case formally adjudicated at this higher level
- A faculty member or College/School Dean responsible for the academic program in which the offense has occurred deems it to be a particularly egregious case of academic dishonesty, regardless of the penalty imposed by the instructor, and would like to see the case formally adjudicated at this higher level

In these circumstances, the faculty member or College/School Dean may request that the Office of the Vice Provost for Undergraduate Education or Graduate Education, as appropriate, forward the case to Community Standards.

However, the following circumstance will *automatically* result in the case being forwarded to Community Standards for adjudication:

- A previous *Violation of Academic Integrity Report* on the student. When a student violates academic integrity in more than one academic exercise, whether those infractions occurred during the same or different periods of time, or in the same or different courses, the University regards the offense as an especially serious subversion of academic integrity. The matter becomes particularly severe when the student has been confronted with the first infraction before the second is committed. Whenever the Offices of Undergraduate Education or Graduate Education receive a second *Violation of Academic Integrity Report* on a student, the Vice Provost will request a hearing before Community Standards.

If a case is referred to Community Standards, that office will act in accordance with its standard procedures to determine the final disposition of the case, which may include revoking a student's scholarship or fellowship, or teaching or research assistantship, as well as or in addition to disciplinary probation, suspension, or expulsion. If a hearing is held and a student is found "not in violation," no punitive action may be taken against the student and the *Violation of Academic Integrity Report* associated with the incident will be destroyed.

A copy of the *Violation of Academic Integrity Report* associated with any incident in which the student is *not* cleared of wrongdoing (through the grievance process or by Community Standards) will be retained in the Offices of Undergraduate Education or Graduate Education, as appropriate. The Offices of Undergraduate Education or Graduate Education will maintain a copy of such reports for periods in accordance with SUNY student record retention policies: three years beyond the academic year in which the violation occurred, in the case of minor code violations (a single offense resulting in a sanction or sanctions short of a failing grade in the course), and seven years beyond the academic year in which the violation occurred, in the case of major code violations (a failing grade in the course, or any offense referred to and confirmed by Community Standards). A student's record of violations of academic integrity may be communicated to graduate or professional schools or employers who request such information about applicants who have attended the University at Albany.

The Director of Libraries or Chief Information Officer, upon a finding of theft, damage, misuse of facilities or resources, or a violation of University policies, will forward all such cases to Community Standards for review and disposition, which can include suspension or expulsion from the University. The Director of Libraries or Chief Information Officer may, in individual cases, limit access to the Libraries or IT resources pending action by Community Standards. In all other cases of academic dishonesty by students, which come to the attention of any staff, faculty member, or student, it is expected that the Vice Provost for Undergraduate Education or Graduate Education, as appropriate, will be consulted about such infractions. In addition, University Police may elect to pursue the breaches, consistent with their policies.

Community Standards was established by the governing bodies of the University at Albany and is administratively the responsibility of the Vice President for Student Affairs. Any questions about the procedures of Community Standards may be secured by inquiry to that office.

## Procedures for Resolving Academic Grievances

Students who seek to challenge an academic grade or evaluation of their work in a course or seminar, or in research or another educational activity may request a review of the evaluation by filing an academic grievance.

The Graduate Academic Council (GAC) and the Undergraduate Academic Council (UAC), through the work of their respective Committees on Admissions and Academic Standing (CAAS) are responsible for insuring that approved procedures exist within the schools, colleges, departments (if applicable) and programs of the University for students to file academic grievances. Copies of established grievance procedures shall be filed by each academic unit with the Offices of the Vice Provost and Dean of Graduate Education and the Vice Provost and Dean for Undergraduate Education and available to students at each school/college dean's office.

It is expected that the grounds upon which an academic grievance may be based should be clearly identified. Such grounds may include variance from University grading standards/policies, grade calculation inconsistencies with that announced in published course syllabi, procedural

abnormalities, or other factors that are alleged to have denied the student a fair evaluation. It is not expected that grievances will propose that the professional obligation of faculty to fairly evaluate academic material within their field of expertise will be supplanted by alternate means without procedural cause.

A student who seeks to dispute a grade or evaluation must initially pursue the matter directly with the faculty member involved. If not satisfactorily resolved directly with the faculty member, a written grievance may be filed with the program/department, or directly with school/college for units that are not departmentalized.

Should the grievance not be satisfactorily resolved at this initial level of review, students may pursue further consideration of the grievance at the next organizational level until such time as the grievance is considered at the University level by the GAC or UAC CAAS, as appropriate. To be considered timely and eligible for University level consideration, a grievance review must be requested by the student no later than 60 days from the notice of decision at the school or college level. Action on an academic grievance by the appropriate CAAS, upon acceptance by the GAC or UAC, as appropriate, is final and not subject to further formal review within the University. Only at this final level of grievance determination by the CAAS may a grade or other such evaluation be changed against the will of the faculty member(s) involved. In such rare cases, the Chair of the GAC or UAC, or its respective CAAS, as appropriate, may consult at his/her discretion with departmental faculty and/or appropriate scholars to determine an appropriate grade and authorize its recording by the Registrar.

In reviewing an academic grievance, the CAAS will consider the formal written petition from the student and corresponding written response/comment from the faculty, along with all records of consideration of the matter at prior levels of review. Although rare, the CAAS reserves the right to conduct a hearing with all parties present or it may decide to meet with each party separately. The nature and number of the representatives attending any such meeting will be at the discretion of the CAAS. These procedures adopted are those which the University believes will provide all parties involved the opportunity to present complete and factual information as necessary for the CAAS to render a fair decision.

## Syllabus Requirement

The instructor of every section of an undergraduate class at the University at Albany shall provide each student in the section a printed or web-published copy of the syllabus for that section distributed during the first week of the class (preferably on the first regularly scheduled day the section meets). This syllabus must contain at least the information defined below. Each instructor retains the right to modify the syllabus and give notice in class of any modifications in a timely fashion. *Students are responsible to apprise themselves of such notices.*

### Minimum Contents of a Class Syllabus:

- Catalog number, title, and number of credits of the course
- Term and class number of the section
- Location(s) and meeting times of the section
- Instructor's name and title
- If applicable, name(s) of teaching assistants in the class
- Instructor's contact information (e.g., e-mail address, office phone number, office location, fax)
- Instructor's office hours
- Course description, overview and objective(s)
- If applicable, General Education category/categories met by the course and how the course fulfills those General Education objectives
- Prerequisites of the course: the instructor should specifically indicate those prerequisites that are critical to success in the class and that are enforceable
- Grading scheme: whether the course is *A-E* or *S/U* graded and overall method by which grades will be determined ("weights" of exams, class participation, etc.)
- Instructors who do not intend to use the full *A-E* grading scale, including pluses and minuses, must include the scale that will be employed on the syllabus
- Course requirements, including but not limited to: required textbooks; other required materials, purchases; fees when applicable; projected date and time of class exams, papers, projects, midterm, and final; attendance policies for the

class; general paper, project, and test requirements; requirement of Internet for course work, when applicable

- Safety policies, when applicable
- Absence policies, including where possible a link to the University's Medical Excuse Policy: [http://www.albany.edu/health\\_center/medicalexexcuse.shtml](http://www.albany.edu/health_center/medicalexexcuse.shtml).
- Information about academic integrity\*, including where possible a link to the University's Standards of Academic Integrity: [http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html).

The course syllabus may also include such additional information as the instructor deems appropriate or necessary.

\*Academic integrity: *"Every student has the responsibility to become familiar with the standards of academic integrity at the University. Faculty members must specify in their syllabi information about academic integrity, and may refer students to this policy for more information. Nonetheless, student claims of ignorance, unintentional error, or personal or academic pressures cannot be excuses for violation of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly, and UAlbany faculty are responsible for teaching, modeling and upholding them. Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the University at Albany degree."* (University's Standards of Academic Integrity Policy, Fall 2013)

## Policy for Freedom of Expression

The University reaffirms its commitment to the principle that the widest possible scope for freedom of expression is the foundation of an institution dedicated to vigorous inquiry, robust debate, and the continuous search for a proper balance between freedom and order. The University seeks to foster an environment in which persons who are on its campus legitimately may express their views as widely and as passionately as possible; at the same time, the University pledges to provide the greatest protection available for controversial, unpopular, dissident, or minority opinions. The University believes that censorship is always suspect, that intimidation is always repugnant, and that attempts to discourage constitutionally protected expression may be antithetical to the University's essential missions: to discover new knowledge and to educate.



All persons on University-controlled premises are bound by the Rules and Regulations for Maintenance of Public Order, which deal in part with freedom of expression (adopted by the Board of Trustees of the of the State University of New York June 18, 1969; amended 1969, 1980). Members of the University community should familiarize themselves with those rules and regulations. In addition, University faculty are protected by and bound by Article XI, Title 1, Sec. I of the Policies of the Board of Trustees (adopted January 1987), entitled "Academic Freedom."

University officials or other members of the University community in a position to review posters, publications, speakers, performances, or any other form of expression may establish legitimate time, place, and manner regulations for the maintenance of an orderly educational environment; however, they may not prohibit expression for any reason related to the content of the expression, except as permitted in those narrow areas of expression devoid of federal or state constitutional protection.

Speakers invited to campus by University groups or individuals, and other speakers who may be legitimately present on campus, will be given the utmost protection to communicate their messages without disruptive harassment or interference. Opponents to those speakers enjoy the same protections for expressing their dissent.

All members of the University community share the duty to support, protect, and extend the commitment to the principle of freedom of expression, and to discuss this commitment with groups or individuals who seek to take part in University life. While all persons may seek to peacefully discourage speech that may be unnecessarily offensive to particular individuals or groups, speech that may be antithetical to the University's values, those persons must support the legal right of free speech.

## School or College Enrollment

Most students are advised in the Advisement Services Center during their freshman year. When students have been accepted to a major, they are enrolled in the school or college offering study in the desired major field. These are the College of Arts and Sciences, the College of Engineering and Applied Sciences, the Rockefeller College of Public Affairs and Policy; the College of Emergency Preparedness, Homeland Security and Cybersecurity; and the Schools of Business, Criminal

Justice, Social Welfare and Public Health. In line with policy developed by the Committee on Academic Standing, a particular department, school or college within the University may permit a student to enroll as a major who has not completed a minimum of 24 graduation credits. Upon approval of the Committee on Academic Standing of the Undergraduate Academic Council additional conditions of initial and continued enrollment as a major may be required by individual departments, schools, or colleges.

## Class Standing

Students are classified by the Registrar's Office on the basis of graduation credits, as follows:

Freshmen	Fewer than 24 credits
Sophomore	24-55 credits
Junior	56-87 credits
Senior	88 or more credits

## Attendance and Timely Compliance with Course Requirements

Students are expected to attend all classes and all examinations and to complete all course requirements on time. Faculty have the prerogative of developing an attendance policy whereby attendance and/or participation is part of the grade. As noted in the following section, "Syllabus Requirement," instructors are obliged to announce and interpret all course requirements, including specific attendance policies, to their classes at the beginning of the term; an instructor may modify this or other requirements in the syllabus but "must give notice in class of any modification" and must do so "in a timely fashion." This policy also applies to courses that are less than a standard semester in length. In courses that are less than a standard semester in length, the appropriateness of the duration of the excused absence will be determined on a prorated basis consistent with the length of the course in question.

Students will not be excused from a class or an examination or completion of an assignment by the stated deadline except for emergencies, required appointments or other comparable situations. Students who miss a class period, a final or other examination, or other obligations for a course (fieldwork, required attendance at a concert, etc.) must notify the instructor or the Office of the Vice Provost for Undergraduate Education of the reason for their absence and must do so in a timely fashion.

The Office of the Vice Provost for Undergraduate Education will only provide letters to instructors asking that students with compelling reasons be granted consideration in completing their work when students have missed an exam or assignment deadline or when the absence exceeds one calendar week. Faculty are expected to use their best judgment when students have appropriate documentation for legitimate absences and not rely on the Office of the Vice Provost for Undergraduate Education for substantiation when it is not necessary.

If the student foresees a time conflict in advance that will prevent attendance at a class or examination or completion of an assignment, the student is expected to bring this to the attention of the instructor or the Office of the Vice Provost for Undergraduate Education as soon as the conflict is noted. In the case of an unforeseen event, the student is expected to notify the instructor or the Office of the Vice Provost for Undergraduate Education within one week of the requested period of absence.

This timeliness is important since if the reason cited by the student is not considered a sufficient excuse, the student will need to know this as soon as possible. Even if the reason warrants granting the excuse, a student's delay in contacting the instructor or the Office of the Vice Provost for Undergraduate Education may make it more difficult for the University to assist the student with acceptable options for making up the work that was missed.

Although University officials will consider each student's request on its own merits and not attempt to define ahead of time the validity of all the possible reasons a student might give for missing a class or an examination, there are three types of reasons for which excuses will generally be granted: (a) illness, tragedy, or other personal emergency; (b) foreseeable time conflicts resulting from required appointments; and (c) religious observance. It shall be the student's responsibility to provide sufficient documentation to support any request. (In this context, it should be noted that fraudulent excuses are considered violations of academic integrity and are grounds for academic or disciplinary penalties.)

- a. *Illness, Tragedy and Emergencies:* If the cause is documented hospitalization or other significant medical reason, a tragic or traumatic experience, or other personal emergency, the student should contact his or her professor or the Office of the Vice Provost for Undergraduate Education (LC 30) as soon as the student is able to do so. In general, students

are expected to provide appropriate documentation. In cases where absences exceed one calendar week, the Office of the Vice Provost for Undergraduate Education will review the documentation and, if appropriate, notify the instructor(s) involved of this fact and of the date(s) for which the student has been excused. An instructor in this case may not penalize the student academically for the absence and is expected to provide reasonable assistance to the student concerning instruction and assignments that were missed. If an examination was missed, the instructor must administer a makeup examination or offer an alternative mutually agreeable to the instructor and the student. Any conflicts between student and faculty in accepting the alternative may be presented for resolution to the Chair of the department in which the course is offered.

Written notes from Student Health Services will only be provided to students in instances where absence due to documentable illness exceeds one calendar week in duration. There will be no provision for notes in instances where an illness-related absence is one calendar week or less in duration, except in cases where the student has missed an exam or significant course deadline due to their absence. In these situations the Student Health Services Medical Excuse policy will be strictly adhered to. In cases where the student has an illness-related absence extending beyond two calendar weeks in duration, the absence must be reviewed and approved by Student Health Services, then brought to the Office of the Vice Provost for Undergraduate Education. The Office of the Vice Provost for Undergraduate Education will not accept requests for absence notes submitted more than one calendar week after the requested period of absence.

b. *Compelling Time Conflicts*: If the cause of the absence is a major academic conference at which the student has a significant participation, a field trip in another course, or some other compelling time conflict, the student must notify the professor involved as soon as possible, providing verification of the conflict. When a student clearly would have been able to notify the instructor well in advance of the conflict, the student is required to do so. If an excuse is granted, the instructor is expected to provide, if at all possible, an alternative by which the student will not be penalized as a result of the conflict. Any conflicts between student and faculty in

accepting the alternative may be presented for resolution to the Chair of the department in which the course is offered. The Office of the Vice Provost for Undergraduate Education will not accept requests for absence notes submitted more than one calendar week after the requested period of absence.

c. *Athletic Events*: If the cause of the absence is a varsity athletic contest, i.e., a University-sponsored team competition (excluding practice sessions and intra-squad games), the student should provide the instructor with a note from the Office of Student-Athlete Academic Services (Athletics Department) listing all scheduled competitions by the last day to add a course. If a student-athlete has provided this documentation in a timely manner, the instructor may not penalize the student academically for these absences and is expected to provide reasonable assistance to the student concerning instruction and assignments that were missed. It is the responsibility of the student to notify instructors of changes to such schedules prior to the date of the event; such changes will be supported with appropriate documentation from Student-Athlete Academic Services. If an examination was missed, the instructor must administer a makeup examination or offer an alternative mutually agreeable to the instructor and the student. Any conflicts between student and faculty in accepting the alternative may be presented for resolution to the Chair of the department in which the course is offered.

d. *Religious Observance*: Absences for religious observance are covered by Section 224-a. of the Education Law: "Students unable because of religious beliefs to register or attend classes on certain days."

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study, or work requirement on a particular day or days.

2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.

3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his religious beliefs, an equivalent opportunity to register for classes or make up any examination, study, or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If registration, classes, examinations, study, or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged for these classes, examinations, study or work requirements or registration held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

6. Any student who is aggrieved by the alleged failure of any faculty or administrative official to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his rights under this section.

6-a. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular

day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.

- As used in this section, the term “institution of higher education” shall mean any institution of higher education, recognized and approved by the Regents of the University of the State of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term “religious belief” shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States Code.

*As amended by Laws of 1992, chapter 278*

## Course Enrollment

Students ordinarily enroll in courses at the level appropriate to their class.

Individual departments have the authority to require a *C* or *S* grade in courses that are prerequisite for advanced courses in that area.

**Senior Enrollment in 100-Level Courses:** Students with senior status (credits completed plus credits in progress equal to or exceeding 88) shall be allowed into courses at the 100 level only during the Program Adjustment period as defined by the University Calendar. This restriction does not apply to Music Performance courses and any summer or winter sessions courses. Other exceptions may be granted by the Office of the Vice Provost for Undergraduate Education (Lecture Center 30).

**Graduate Courses for Undergraduate Credit:** A senior with a superior academic record may register for a 500-level course for undergraduate credit with the approval of the major department chair and the course instructor. In exceptional circumstances, seniors may be authorized to register for 600-level graduate courses provided they have completed most of

the upper division undergraduate and other courses essential to their major and require a graduate course to strengthen it. To qualify for such enrollment the senior must have a superior record, particularly in his or her major field. To register for a 600-level course, students must have the approval of their adviser and obtain the written consent of their department chair and the instructor offering the course. The department chair should arrange for copies of these consents to be distributed to the persons involved and to be filed in the student’s official folder.

**Graduate Courses for Graduate Credit:** Seniors of high academic standing in the University may receive graduate credit for graduate courses taken in excess of undergraduate requirements in the last semester of their senior year provided not more than 6 credits are needed to complete the student’s undergraduate program. Consent of the Dean of Graduate Education is required and must be obtained in advance of registration to receive such credit. Seniors who are permitted to take courses for graduate credit in their last semester also must make formal application for admission to a graduate program and be accepted as a graduate student before registering for study in the final semester.

## Auditing Courses

**Informal Audit:** This category of audit permits any student or resident of the state to visit any course (except those listed here). The informal auditor visits courses without tuition, fees, examinations, grading, or credit; and no record is maintained. The instructor determines the level of participation of the informal auditor. A student matriculated at Albany confers with the instructor of the course and requests consent to visit the course. An individual not matriculated at this University must first contact the Office of General Studies and then obtain consent of the individual instructor of the course. **NOTE:** Informal Audit is not allowed during Summer Sessions.

**Formal Audit:** This category of audit allows any student to formally audit any course (except those listed here). The formal auditor pays regular tuition and fees, and the course is entered on the transcript of the student with the grade of *N* (non-credit) or *W* (withdrawn) according to 6., as follows.

**Exceptions:** Generally, the following types of courses cannot be formally audited: practica, internships, research and independent study courses, field

courses, clinical courses, workshops, and foreign study programs. Students who feel they have an extraordinary need to audit these courses must prepare a written rationale and submit it to the chair of the department in which the course is offered. Formal audit of graduate-level courses is restricted as outlined in 3., below. If a course is filled and has auditors in it, a student wishing to take the course for credit may displace the auditor.

### Formal Audit Policies

- The student must register for the courses during the program adjustment period
- Students must pay the regular tuition and fees based on their academic status. Fees and tuition will be based on the student’s total load, including courses formally audited. Credits taken by formal audit will not count toward full-time status for the purposes of academic retention.
- Registration for the formally audited course must be approved by the student’s academic adviser (for nonmatriculated students, either the Office of General Studies or the Office of Admissions) and the course instructor. A senior with a superior academic record may formally audit a 500-level course with the approval of the academic adviser, the major department chair, and the course instructor. In exceptional circumstances, a senior may be authorized to formally audit a 600-level graduate course provided the student has completed most of the upper-division undergraduate and other courses essential to the major field. To formally audit a 600-level course, students must have the approval of their adviser and obtain the written consent of their department chair and the instructor offering the course. The department chair will arrange for copies of these consents to be distributed to the persons involved and to be filed in the student’s official folder.
- A student may not change from credit to audit or from audit to credit after the last day to add a course.
- The formal audit option is limited to a maximum of two courses per term for each student.
- An individual who formally audits a course must participate in appropriate ways as determined by the instructor. It will be the responsibility of the student to ascertain from the instructor the degree of participation required.

The course will appear at the end of the term on the transcript of the student with a grade of *N* (noncredit). A formal auditor may withdraw from a course not later than one week after the mid-semester date as stated in the academic calendar and be assigned a *W*. A student failing to participate satisfactorily will be withdrawn and assigned a *W*.

- Although not recommended, formally audited undergraduate courses may be taken for graduation credit at a later date. Formally audited graduate courses may not be taken again for graduate credit.

## Adding Courses

All students must drop and add courses on the Web via [www.albany.edu/myualbany](http://www.albany.edu/myualbany).

From the first class day through the sixth class day of the semester, enter MyUALbany on the Web and enter the class number of the course. If the course is closed or restricted, a Permission Number from the instructor is also necessary. From the seventh class day through the tenth class day of the semester, a Permission Number from the instructor is required for all adds. Enter MyUALbany on the Web, enter the class number and the Permission Number for the course.

Subject to the approval of the Office of the Vice Provost for Undergraduate Education, after the tenth class day of the semester, a Course Permission Number from the instructor must be obtained before the Program Adjustment can be accepted by the Registrar's Office. After the tenth class day of the semester, all late adds must be done in person at the Registrar's Office, Campus Center-B52. A fee will be charged for this Program Adjustment.

In the event permission to late add a course after the tenth day of class is denied, a student may appeal that decision for any reason to the Committee on Academic Standing of the Undergraduate Academic Council. A "class day" is here defined to be any day from Monday through Friday in which classes are in session. The above methods of adding a course apply to quarter ("8 week") courses and summer session coursework on a prorated basis, determined by the length of the course in question.

## Dropping Courses

All students must drop and add courses on the Web via [www.albany.edu/myualbany](http://www.albany.edu/myualbany).

From the first class day through the tenth class day of the semester, enter MyUALbany on the Web and enter the class number of the course. During this time, a dropped course will be removed from the student's record. A "class day" is defined as in "Adding Courses" above.

After the tenth class day through the "last day to drop a course" (as specified in the Academic Calendar), a student may drop a course by entering MyUALbany on the Web and entering the class number of the course. During this time, a dropped course will remain on the student's record and an indicator of *W* will be entered in the grade column. The *W* will be entered regardless of whether the student has ever attended a class.

If a faculty member announces a failing grade in the course as a possible result of academic dishonesty, the student receiving such a penalty will not be permitted to withdraw from the course unless the grievance or judicial system rules in favor of the student.

A student still enrolled in a class after the "last day to drop" is expected to fulfill the course requirements. The grade recorded for the course shall be determined on this basis. A student who registers for a course but never attends or ceases attendance before the tenth class day, as reported by the instructor, yet does not officially drop the course shall have an indicator of *Z* listed in the grade column on his/her record. The above methods of dropping a course apply to quarter ("8 week") courses and summer session course work on a prorated basis, determined by the length of the course in question.

Exceptions to this policy may be granted by the Committee on Academic Standing of the Undergraduate Academic Council.

Note: Students receiving financial assistance through state awards should refer to *Academic Criteria for State Awards* in the *Financial Aid* and *Estimated Costs* sections of this bulletin before withdrawing from courses.

## Policies to Deregister Students

### Failure to Attend Class

Beginning on the seventh class day, instructors may deregister students who fail to attend class, explain absence, or officially drop within the first six days of classes of a term unless prior arrangements have been made by the student with the instructor.

The policy to deregister students is limited to the add period at the beginning of the semester. For courses that meet only once each week, including laboratory courses, the instructor may deregister students who do not attend the first scheduled class.

The above policy also applies to half-semester ("8 week") courses on a prorated basis, depending on the length of the course in question. A "class day" is defined as in "Adding a Course" above. This policy does not apply to Summer or Winter session courses.

**WARNING:** Not all faculty exercise this prerogative. The fact that a student didn't attend doesn't guarantee that the professor dropped the student from the course. Students must take the responsibility for dropping a course on the Web via [www.albany.edu/myualbany](http://www.albany.edu/myualbany) if they wish to avoid an *E* or *U* in that course.

## Lack of Prerequisite(s)

Students may be deregistered who lack the prerequisite(s) of the course at any time within the term or quarter the course is being taught. The Registrar will assign students who have been deregistered after the program adjustment period a grade of *W* for the course.

## Transfer of Credit after Matriculation

Transfer equivalencies for institutions and courses previously approved for transfer credit are available online from the University at Albany's Transfer Equivalency Databank on the Registrar's Web page, <http://www.albany.edu/registrar/transfer-credits.php>. Courses not included in the databank may still be awarded transfer credit but require a course description or syllabus be attached to the transfer credit permission form. Post-matriculation transfer courses may not meet some requirements for the major, minor, and/or liberal arts credit requirements. Also, they cannot meet residency requirements. Students are strongly advised to consult with their advisors and/or the department in question about transfer credits prior to taking courses at other institutions.

## Full-Time, Part-Time Defined

A student registered for a minimum of 12 credits within the semester is classified as a full-time student. Students registered for fewer than 12 credits are classified as part-time students for the semester.

## Credit Load

A normal semester load is *15 credits*. Registration for at least 12 credits is required for a student to be considered full-time. For loads of no more than 19 credits, the number of credits for which a student registers in a semester is an individual matter, determined by the student with the advice of that student's academic advisor. **Except as provided, below, for undergraduates studying abroad, no undergraduate may register for more than 19 credits without prior permission** obtained from the Office of the Vice Provost for Undergraduate Education. Students must present compelling academic justification and have the approval of their academic adviser or major department for a request to exceed 19 credits to be considered by the Office of the Vice Provost.

Undergraduates studying abroad who plan to take more than 19 SUNY credits must apply for permission no later than 4 weeks after the start of classes overseas. Credits earned for pre-session courses which, when added to the regular semester's course load, bring the total semester's enrollment to over 19, do not need such permission.

## Repeating Courses

Courses that can be repeated for graduation credit are so indicated within the course descriptions contained in this bulletin.

The following shall apply to students who enroll more than one time in a course that cannot be repeated for credit:

1. Appropriate registrations in the course, as of the last day to add a course in a term as specified in the academic calendar, shall be listed on the student's Academic Record; all *A–E* grades for such courses will be computed in the average.
2. The total graduation credit applicable toward the student's degree shall only be the credit for which that course has been assigned; i.e., graduation credit for the course can only be counted once.

## Repeating Courses to Meet Program Admission Requirements

For the purposes of calculating admissions requirements into restricted majors or programs, once a student has received the grade of *B–* or higher in a course, *no future grade in that course or its equivalent will be used in determining the student's average for admission to that major or program.*

An "equivalent" course, for purposes of this policy, is any course for which the student cannot receive credit by virtue of his or her having satisfactorily completed the original course.

## Final Examinations

**General Policy:** In many courses, final examinations are an integral part of the learning and evaluative process. Some courses, by virtue of the structure, material, or style of presentation, do not require a final examination. The following policy in no way requires an instructor to administer a final examination.

Final examinations in semester-long undergraduate courses in the University are to be given only during the scheduled final examination period in accordance with the official schedule of examinations as published by the Registrar's Office. The term "final examination" as used here shall be defined as any examination of more than one-half hour's duration that is given in the terminal phase of a course. As defined, "final examinations" may be either comprehensive, covering the majority of the content of a course, or limited to only a portion of the content of a course.

No examinations of more than one-half hour's duration are to be given during the last five regularly scheduled class days of a semester. Instructors seeking any exceptions to the above policy must submit a written request through their respective department chair to their college dean, or directly to their dean in those schools with no departmental structure. If the dean approves the exceptions, the instructor must notify the class of the new scheduled final examination date at least three weeks before the last regularly scheduled class day of the semester. At the end of each semester, each college and school dean must submit to the Vice President for Academic Affairs a summary of all exceptions granted to the final examination policy.

The above regulations notwithstanding, the instructor in any course should always retain the freedom to reschedule a final examination for an individual student should such a student present a case of unquestionable hardship in his or her scheduled examinations. Such rescheduling should, however, be done in the final examination period if at all possible.

**Reading Day:** A day reserved for preparation for final exams. It is scheduled after all the regular class lectures and before final exams. As a rule, Reading Day should not be used as a make-up day and activities

should not be scheduled that conflict with students' ability to study for final exams.

**Three Finals on One Day:** If a student has three examinations in one day as a result of a departmental exam or of the official rescheduling of an examination after the initial final examination schedule has been published, then that student has the right to be given a makeup examination for the departmental or rescheduled examination. The request for such an exam must be made to the instructor in the appropriate course no later than two weeks before the last day of classes of the given semester. If possible, the makeup examination should be given within the final examination period.

**Retention of Exams:** Each instructor shall retain the final examination papers in his/her courses for one semester so those students wishing to see their papers may do so. This regulation does not apply in those instances in which the instructor chooses to return the papers to the students at the end of the course.

## Undergraduate Grading

*These policies apply to all students past and present, effective Fall 2017.*

The purpose of grading is to communicate the instructor's evaluation of student performance in terms of student learning outcomes and standards of achievement. The assignment of grades based on the evaluation of student work is at the heart of the University's academic integrity. Authority and responsibility for assigning and changing grades, within the period of time designated by the Registrar's Office, rests with the instructor of record, based on the limited circumstances described below.

The undergraduate grading system for the University will include the following grades: *A, A–, B+, B, B–, C+, C, C–, D+, D, D–, E*. Grades reflect the level of student achievement on student learning outcomes and standards presented to students at the beginning of a course in a syllabus. Students are encouraged to seek timely, formative, feedback during a course so they can gauge their progress and have an opportunity to improve their performance before receiving a final, summative grade. Once final grades are submitted they will not be removed from the student's permanent academic record and will only be amended according to grade change and appeals processes/timelines. For this reason, students should check their grades via MyUAlbany as soon as they are posted to determine if there are any discrepancies.

The normative grading pattern is *A–E*. However, students may receive *S/U* grades in two circumstances:

- In sections and/or courses that have been designated by departments or schools as *S/U* graded
- In courses normally graded *A–E* in which the student selects *S/U* grading

Students are limited to receiving *S/U* opted grades only twice in their undergraduate academic career. Only courses below the 300 level may be *S/U* opted. These two courses of *S/U* may be in addition to all *S/U* grades received in department or school-designated *S/U* graded sections of courses. See also “Grading Option Deadline,” below.

*A–E* grades are defined as follows: *A*–Excellent, *B*–Good, *C*–Fair, *D*–Poor, and *E*–Failure. The grade of *E* is a failing grade and cannot be used to fulfill graduation requirements. The grade of *S* is defined as equivalent to the grade of *C* or higher and is acceptable to fulfill graduation requirements. The grade of *U* (*C*– or lower) is unsatisfactory and is not acceptable to fulfill graduation requirements.

## Transfer *D* Grades

Students cannot transfer in any grades of *D*. However, except for the University’s writing requirements, for which a grade of *C* or higher or *S* is required, transfer work graded *D* in a course that applies to one or more of the University’s General Education requirements may be applied toward fulfilling the requirements, even if the student receives no graduation credit for the course.

## Other Grades and Indicators

Additionally, the following grades and indicators may be assigned:

**I:** Incomplete. No graduation credit. A temporary grade requested by the student and assigned by the instructor ONLY when the student has nearly completed the course requirements but because of circumstances beyond the student’s control the work is not completed. The incomplete should only be assigned on the basis of an agreement between the instructor and the student specifying the work to be completed and establishing a general timeline in which the work will be completed. Incompletes may NOT be resolved by auditing or registering again for a subsequent offering of the course. The date for the completion of the work may not be longer than one month before the end of

the semester following that in which the incomplete is received. Once the work is completed, the instructor assigns the appropriate academic grade.

The instructor may extend an incomplete for a maximum of one semester beyond the original deadline providing that the student has made contact with the instructor to request the extension. Additional extensions are NOT permitted.

Any grade of *I* existing after the stated deadline shall be automatically changed to *E* or *U* according to whether or not the student is enrolled for *A–E* or *S/U* grading. Except for extenuating circumstances approved by the Office of the Vice Provost for Undergraduate Education, these converted grades may not be later changed.

(NOTE: Students receiving financial assistance through state awards should refer to Academic Criteria for State Awards in the expenses and financial aid section of this bulletin before requesting grades of *I*.)

**N:** Noncredit. No graduation credit. An indicator assigned when a student formally audits a course.

**W:** An indicator assigned when a student withdraws from the University, or drops a course after the last day to add. For information and completeness, the *W* is placed on the permanent academic record. The *W* is non-punitive and is not used in any computation of quality point or cumulative average totals. The *W* affords a student the opportunity to leave a class, without a grade (whether passing or failing). The *W* will not be removed from a student’s academic record.

**Z:** An indicator assigned by the appropriate administrative officer indicating a student enrolled in a course, never attended or failed to attend after the last day to add, and took no official action to drop the course. For information and completeness, the *Z* is placed on the permanent academic record. The *Z* is not used in any computation of quality point or cumulative average totals. The *Z* will not be removed from a student’s academic record.

Grades are available to students via MyUAlbany. Students should review their grades in a timely manner and contact their instructors regarding any perceived discrepancies.

## Timeline for Grade Changes

*Grade changes will only be accepted as follows:*

- *Fall semester grades:* accepted through the last class day of the subsequent Spring semester

- *Winter term grades:* accepted through the last class day of the subsequent Summer term
- *Spring semester grades:* accepted through the last class day of the subsequent Fall semester
- *Summer term grades:* accepted through the last class day of the subsequent Winter term

Requests for grade changes should begin with the instructor of record. The instructor of record has the authority and responsibility to assign, or change, a grade because of their unique position to evaluate a student’s performance. The Chair of an academic department may request a grade change on the student’s behalf when the instructor of record is not available to do so in a reasonable timeframe, or when the instructor of record has assigned or changed a grade based on inappropriate factors, or in exceptional circumstances involving administrative review of a grade. The request must be fully explained and justified.

Academic Dismissal Appeals: anticipated or actual grade changes must be reported to the Vice Provost for Undergraduate Education’s Office during the academic dismissal appeal period. Grade changes submitted once classes begin will not overturn a dismissal for that semester.

Once a degree is awarded, grades will only be changed according to the *Timeline for Grade Changes*.

Examples of appropriate reasons for grade corrections or changes include, but are not limited to:

- Demonstrable arithmetic, editing, or factual error in calculating the grade
- Omission of assignments or parts of assignments in calculating the grade
- A grade demonstrably based on impermissible factors unrelated to student performance, such as discrimination, bias, retaliation or retribution

Examples of inappropriate reasons for grade changes include, but are not limited to:

- Submission of additional work to be reexamined for the purpose of improving grades after the course has been completed
- Saving a student from some academic penalty such as dismissal, probation, warning, or academic integrity problem
- Enabling a student to graduate
- Enabling a student to maintain academic eligibility for financial aid.

- Enabling a student to graduate with academic honors, or meet some other established minima
- Personal issues unrelated to academics
- Enabling a student to maintain academic eligibility for athletics or any other co-curricular activity
- Managing enrollment levels in order to preserve programs or revenue, or to increase retention rates

The Registrar's Office is responsible for processing all grade changes. In order for a student to receive a change of grade, an electronic grade change form must be completed by the instructor of record of the course. If an error is made in the submission of the form, it will be returned to the department by the Registrar's Office for correction and resubmission. Other than for conversion of grades from Incomplete (*I*) to an appropriate final grade, all proposed corrective undergraduate grade changes, with rationale provided, must be approved by the Vice Provost for Undergraduate Education (or designee) before the Registrar (or designee) may record them. A grade of *A*, *A-*, *B+*, *B*, *B-*, *C+*, *C*, *C-*, *D+*, *D*, *D-*, *E*, *S*, or *U* may not be changed to a grade of *I*. Grade changes can be viewed by students via MyUAlbany once they have been processed.

*On a case-by-case basis and for good cause, the Office of the Vice Provost for Undergraduate Education continues to have the authority to allow grade changes for reasons deemed legitimate.*

## Grade Grievances

Each school/college is required to have on file procedures for resolving academic grievances related to improper grading practices (e.g., complaints of arbitrary, capricious, or improper actions related to grading). Additional information can be found under *Procedures for Resolving Academic Grievances*.

## Grading Option Deadline

Students may change their option (*A-E* or *S/U*) for courses not departmentally designated for *S/U* grading until 15 class days after the midterm point. Changes in grading selections cannot be authorized beyond the date specified. The grading option may be changed by filing the appropriate form with the Registrar's Office by the date specified in the academic calendar. When discussing with an instructor their progress in a course, students should inform the instructor if they are taking the course *S/U*.

## Academic Average

The grades of *A*, *A-*, *B+*, *B*, *B-*, *C+*, *C*, *C-*, *D+*, *D*, *D-*, and *E* shall be the only grades used to determine an average. Grades shall be weighted as follows: *A* = 4.00, *A-* = 3.70, *B+* = 3.30, *B* = 3.00, *B-* = 2.70, *C+* = 2.30, *C* = 2.00, *C-* = 1.70, *D+* = 1.30, *D* = 1.00, *D-* = 0.70, and *E* = 0.00. The student's academic average is the result of the following calculation:

1. The number of credits for courses receiving *A-E* grades is totaled
2. Each grade's weight is multiplied by the number of credits for the course receiving that grade
3. The results of these multiplications are totaled to yield a weighted total
4. The weighted total is divided by the total number of credits receiving *A-E* grades to yield an academic average

## Student Academic Record

A student's official academic record is maintained by the Registrar's Office.

University at Albany transcripts contain a record of all courses, grades and indicators, majors, minors, and degrees obtained from the University at Albany at the undergraduate and graduate level (whether or not the student is degree seeking or non-degree seeking). This includes contract courses and courses taken through the University in the High School Program. Transcripts are a permanent, irrevocable record of all courses, credits, and final grades accumulated through the University at Albany by the individual student.

## Timeline for Exceptions for Course Withdrawal Deadlines and for Course S/U Deadlines

An undergraduate student requesting an exception to the course withdrawal deadline or a course *S/U* deadline must submit the Request for Exception to Course Withdrawal Deadline petition or the Request for Exception to Course *S/U* Deadline petition and a written statement indicating reasons why an exception to the deadline for the last day to drop or *S/U* opt a particular class should be granted, and why the published deadline was missed. Documentation to support the petition must be submitted for review. Being unaware of the policy or deadline, poor test results, or unfulfilled class expectations after the deadline will not qualify as a policy exception. The Committee on Academic Standing reviews petitions only when the Fall

and Spring semesters are in session. Otherwise, petitions will be reviewed in the following semester.

Petitions for Exceptions to Course Withdrawal Deadlines or Exceptions to Course *S/U* Deadlines will only be accepted as follows:

- Fall semester courses: accepted through the last class day of the subsequent Fall semester
- Winter term courses: accepted through the last class day of the subsequent Winter term
- Spring semester courses: accepted through the last class day of the subsequent Spring semester
- Summer term courses: accepted through the last class day of the subsequent Summer term

Once a degree is conferred, requests for exceptions to the course withdrawal or the *S/U* deadline will not be accepted.

## Academic Retention Standards

Since the University requires that students have a cumulative grade point average of 2.00 and an average of 2.00 in the major and the minor in order to earn a bachelor's degree, the grade point average is an important indicator of the ability to achieve a bachelor's degree. Thus, the following policies are in effect for students whose performance indicates that they are in danger of failing to meet the conditions necessary to earn a degree.

## Academic Warning

A student whose *semester* grade point average falls below a 2.00 (but is a 1.00 or above) will receive an Academic Warning from the Office of the Vice Provost for Undergraduate Education. This action will not subject the student to any further penalty but is intended to remind the student of the University's policies as well as to inform the student of the resources available to ensure good progress in achieving an undergraduate degree.

## Academic Probation

1. A student whose *cumulative* grade point average falls below a 2.00 will be placed on Academic Probation for the following semester. A student placed on academic probation will be notified by the Office of the Vice Provost

for Undergraduate Education, and will be advised of the resources available to assist students in improving their academic standing.

- Students on Academic Probation will be expected to improve their academic performance immediately. They must raise the cumulative GPA to at least 2.00 to be removed from academic probation. Students who fail to meet this condition will be placed on Terminal Probation in the following semester.

### Terminal Probation

- A student will be placed on Terminal Probation for the following semester if either of the following occurs:

the student's semester GPA is below 1.00, **or**

the student has a cumulative GPA below 2.00 for a second semester

- Students on Terminal Probation for a semester are *in danger of academic dismissal at the end of that semester*. Therefore, as a condition of continuing their enrollment at Albany, they must complete an "Academic Improvement Plan" (AIP) to improve their academic performance in consultation with their academic advisor, and must file this plan with the Office of the Vice Provost for Undergraduate Education by the date designated on the AIP. (Failure to file this form will result in a hold on the student's record.)
- If the student achieves a semester GPA and cumulative GPA of at least 2.00, the student will be removed from Terminal Probation.
- If the student's semester GPA is at least a 2.00 but the cumulative GPA remains below 2.00, the student will remain on Terminal Probation and must continue to meet the conditions described in section 2) above. The student must raise the cumulative GPA to at least 2.00 to be removed from Terminal Probation.
- If the student earns a semester GPA below a 2.00 while on Terminal Probation, the student will be dismissed.

### Academic Standing of Students with No Completed Courses

Prior academic standing will be applied to the current semester for a student who receives indicators of *W*, *Z*, *I*, *S* or *U* for all or a combination of all coursework for the semester.

### Academic Dismissal

Academic dismissal will occur if a student has been on Terminal Probation and fails to earn a semester GPA of at least 2.00 or if readmission conditions or reinstatement conditions have not been met. The student's record will have the notation "Academic Dismissal." Students who have been academically dismissed may petition for reinstatement to the University during an appeal period specified in the notice of dismissal by submitting a written petition to the Committee on Academic Standing through the Office of the Vice Provost for Undergraduate Education, Lecture Center 30.

### Academic Dismissal Policy: Educational Opportunities Program Students

Students enrolled at the University through the Educational Opportunities Program will be granted an additional semester on Academic Probation before they are subject to Terminal Probation, even if their cumulative GPA is below a 2.00.

### Good Academic Standing

The term "in good academic standing" (satisfactory academic standing) means that a student is making satisfactory progress toward a degree and is eligible or has been allowed to register and take academic course work at this campus for the current term. Students placed on "Academic Probation" or "Terminal Academic Probation" are considered to be in good academic standing since they are making satisfactory progress toward a degree and are still authorized to continue studying toward their degrees. Academic Probation only serves as an academic warning that a student is in danger of not meeting minimum academic retention standards and being terminated from the University. Only those students who are officially terminated from the University are considered not to be in good academic standing.

(The above definition should not be confused with the academic standing criteria for eligibility for New York State financial awards as detailed in the Financial Aid section of this publication.)

### Leave for Approved Study

- Students may apply for permission to pursue a Leave for Approved Study with the Office of the Vice Provost for Undergraduate Education, Lecture Center 30, 518-442-3950. That office shall ascertain that the student has

been informed of University residency requirements, including major, minor and senior residency minima. *Students interested in pursuing an approved leave for a given semester; must submit an application and other necessary paperwork prior to the mid-term point of the preceding semester of departure.* Completion of the semester prior to the commencement of the leave is required.

- Study must be in an approved program at another college or university.
- A Leave for Approved Study is granted for only one semester and can be granted for a maximum of two semesters. A request for a leave implies an intent to return to the University in the next successive semester after completion of the leave.
- Advisor approval is necessary for the leave to be approved. If the student was admitted through the EOP program, approval of the EOP director is necessary.
- A student may pursue part-time or full-time coursework during the leave.
- A student who has satisfied the previous conditions and whose University at Albany cumulative average, as well as the GPA in the major and minor, is at least 2.00 at the time the proposed leave would begin will be granted a Leave for Approved Study.
- A student who has satisfied the previous conditions and whose University at Albany cumulative average is less than 2.00 at the time the proposed leave would begin has the right to seek prior approval for a Leave for Approved Study by written petition to the Committee on Academic Standing.
- Applicants must also work with the Office of Financial Aid to determine financial aid eligibility and approval.
- Disciplinary dismissed or academically dismissed students are not eligible for Leaves for Approved Study.

### Degrees in Absentia

Formerly matriculated undergraduates who have almost completed their degree and cannot return here to finish remaining requirements may apply for permission to finish their degree in absentia.

Their cumulative University at Albany grade point average, as well as their GPA in the major and minor, must be at least a 2.00. In addition, a petition for a waiver of residence requirement(s) and departmental



support may be necessary. All Degree in Absentia applicants must also work with the Office of Financial Aid to determine financial aid eligibility and approval.

Disciplinary dismissed or academically dismissed students are not eligible for a Degree in Absentia.

An application and other necessary forms for this process are available from the website of the Office of the Vice Provost for Undergraduate Education, Lecture Center 30: [https://www.albany.edu/undergraduateeducation/absentia\\_and\\_approved\\_study.php](https://www.albany.edu/undergraduateeducation/absentia_and_approved_study.php).

## Withdrawal and Readmission

### Withdrawing from the University

Matriculated undergraduate students may voluntarily withdraw from the University up to and including the last day of classes in a semester as indicated by the academic calendar.

The date of withdrawal is generally defined as the date the form is received by the Office of the Vice Provost for Undergraduate Education (LC 30). For students seeking to withdraw due to medical/psychological reasons, the date of withdrawal will be set by the Office of the Vice Provost for Undergraduate Education, in consultation with Counseling and Psychological Services or Student Health Services, as appropriate.

Drops will be done for each currently registered course reflecting the withdrawal date. After the last day of classes, the appropriate academic grade will be assigned by the instructor for each registered course, regardless of class attendance. Academic retention standards will be applied.

Withdrawals from the University due to medical/psychological reasons must be recommended by Student Health Services or Counseling and Psychological Services upon review of documentation supplied by a licensed health care practitioner or treatment facility. In order for action to be taken on an application for readmission submitted by a student who withdrew for medical/psychological reasons, clearance must be granted by Student Health Services or Counseling and Psychological Services.

**NOTE:** *Summer and winter sessions are not subject to withdrawal policies that apply to fall and spring semesters. For summer and winter sessions, course drop deadlines will apply as indicated by the academic calendar.*

### Policies Concerning Withdrawal from the University

The following are the withdrawal policies and procedures currently in effect for matriculated undergraduates:

1. Matriculated students withdrawing from an entire semester's course load must complete a Withdrawal Form, submitted to the Office of the Vice Provost for Undergraduate Education.
2. Students who voluntarily leave the University will be withdrawn effective with the date they initiate their withdrawal.
3. Students eligible for return who fail to register for courses during a semester will be administratively withdrawn from the University. Such action will require submission of a readmission application should students wish to return at a future time.
4. Students who drop all their courses for the semester will be administratively withdrawn from the University.
5. Students who withdraw or drop all their courses and are administratively withdrawn will lose access to services and privileges available to enrolled students.
6. Students who withdraw or drop all their courses and are administratively withdrawn will have any registration for an upcoming semester cancelled and must reapply to be eligible to return.
7. Students with a cumulative grade point average of less than 2.00 who are withdrawn from the University are not eligible for readmission for the following semester. Should students wish to petition for readmission for the next term, petitions must be submitted to the Office of the Vice Provost for Undergraduate Education by published deadlines.
8. Grade assignment will be based on the following: If the withdrawal occurs by the last date to drop without receiving *W*s, no grade will be recorded. If the withdrawal occurs after that date, a grade of *W* will be assigned for each course through the last day of classes for the semester. After the last day of classes, the appropriate academic grade will be assigned by the instructor for each registered course, regardless of class attendance. Academic retention standards will be applied.

9. Retroactive withdrawal/drop dates normally will not be granted. Requests for exceptions should be submitted to the Office of the Vice Provost for Undergraduate Education (LC30) and will be considered by the Committee on Academic Standing.
10. A student who registers and receives grades of *Z* for all coursework for the semester will incur full financial liability.
11. Withdrawals from the University due to medical reasons, active U.S. military duty and disciplinary suspensions or disciplinary dismissals must be administered by the Office of the Vice Provost for Undergraduate Education (LC 30).
12. A withdrawal does not supersede a disciplinary suspension or dismissal.

Questions regarding financial obligations or refunds as a result of leaving the University should be directed to the Student Financial Center [www.albany.edu/studentservices/](http://www.albany.edu/studentservices/) or by calling 518-442-3202. Students living in residence halls who find it necessary to leave the University must contact the Department of Residential Life [www.albany.edu/housing/index.shtml](http://www.albany.edu/housing/index.shtml), or call 518-442-5875.

### Return/Readmission Procedure

Students who were academically dismissed or whose University at Albany cumulative grade point average is less than a 2.00 must petition the Committee on Academic Standing as part of the readmission process. Applications for readmission as well as petition forms are available online via [www.albany.edu/undergraduateeducation/readmission/php](http://www.albany.edu/undergraduateeducation/readmission/php).

The appropriate subcommittee of the Committee on Admissions and Academic Standing will make a recommendation concerning the readmission of any student who was dismissed for academic reasons and/or whose cumulative grade point average at the University is less than 2.00. The admitting officer of the University may find it necessary to deny readmission to a student for whom there has been a positive recommendation, but the admitting officer of the University shall not readmit any student contrary to the recommendation of the subcommittee of the Committee on Admissions and Academic Standing.

Readmission is based upon the student's prior academic record as well as recommendations from other involved offices.

Returning students who left on academic probation, terminal probation, or who were on special conditions at the time of withdrawal will return to the University under the same academic probationary conditions, unless the Committee on Academic Standing sets new conditions upon the student's return.

Students who resume study within a six semester period of time will meet degree requirements indicated in the Undergraduate Bulletin in effect for their initial matriculation. Students with a cumulative total of more than six semesters of absence, whether or not those semesters are consecutive, meet degree requirements indicated in the Undergraduate Bulletin for the semester in which the student was readmitted.

Students with previous holds or obligations to the University should take measures to clear these obligations as soon as possible.

Returning students who have not been dismissed and who left the University with a cumulative grade point average of 2.00 or better must return to the same major being pursued at the time of withdrawal, unless a change of major is initiated. However, upon readmission they may opt to change their major.

Formerly matriculated undergraduates who have not yet completed a Baccalaureate degree may only return to the University as matriculated undergraduates. Any requests for exception to this policy will be considered by the Office of the Vice Provost for Undergraduate Education.

# Requirements for the Bachelor's Degree

The University awards the degree of Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) to those matriculated students who have completed an approved sequence of courses and study totaling a minimum of 120 credits and who, by vote of the faculty, are certified as having fulfilled all degree requirements. Matriculated students may fulfill their degree requirements while classified as either full-time or part-time students for individual academic semesters. The following B.A. and B.S. degree requirements must be fulfilled by all students matriculating in 2018-2019.

## Bachelor of Arts Requirements

1. A minimum of 120 credits
2. At least 90 credits in the liberal arts and sciences
3. The completion of the General Education Program [The specific general education requirements are determined by the student's matriculation date and basis of admission to the University — see the General Education section of this bulletin.]
4. 30–36 credits in a major that has been registered with the education department of the state of New York
5. The completion of a minor consisting of 18–24 graduation credits which must include a minimum of 9 graduation credits in coursework requiring one or more prerequisite courses or courses at or above the 300 level. The minor requirements may be combined with the major requirements but the total may not exceed 60 graduation credits

## Bachelor of Science Requirements

1. A minimum of 120 credits
2. At least 60 credits in the liberal arts and sciences
3. The completion of the General Education Program [The specific general education requirements are determined by the student's matriculation date and basis of admission to the University — see the General Education section of this bulletin.]
4. 30–42 credits in a major that has been registered with the education department of the state of New York

5. The completion of a minor consisting of 18–24 graduation credits which must include a minimum of 9 graduation credits in coursework requiring one or more prerequisite courses or courses at or above the 300 level. The minor requirements may be combined with the major requirement but the total may not exceed 66 graduation credits

## Grade Point Average Required for Degree

To be eligible for graduation from the University, matriculated students must have achieved a cumulative grade point average of at least 2.00 in all course grades earned at the University.

## Grade Point Average in the Major

Students must achieve a minimum grade point average of at least 2.00 in all University at Albany course work used to fulfill requirements in the major, combined major/minor, or departmental major.

## Grade Point Average in the Minor

Students must achieve a minimum grade point average of at least 2.00 in all University at Albany course work used to fulfill requirements in the minor(s).

## Residence Requirements

The University requires degree candidates to earn a minimum of 30 of their last 60 graduation credits in courses at the Albany campus. Degree candidates who complete two approved study abroad semesters during their junior or senior year must earn a minimum of 30 of their last 69 credits in courses at the Albany campus. An “approved” study abroad program is any program from which the University accepts credits.

## Major and Minor Residence Credits

### Major Residence

For the B.A. and B.S. degrees, a minimum of 18 graduation credits, including 12 credits at or above the 300 level, must be completed in the major on the Albany

campus, or through a State University of New York sponsored Study Abroad Program sponsored by a university center or four-year liberal arts college. Study abroad coursework completed at SUNY Community, Agriculture, or Technology Colleges may not generally be used to satisfy this requirement.

### Minor Residence

For the B.A. and B.S. degrees, a minimum of 6 graduation credits of advanced courses (courses at or above the 300 level or courses which require a prerequisite) must be completed in the minor on the Albany campus, or through a State University of New York sponsored study abroad program sponsored by a university center or four-year liberal arts college. Study abroad coursework completed at SUNY Community, Agriculture, or Technology Colleges may not generally be used to satisfy this requirement.

### Combined Major/Minor Residence

For the B.A. and B.S. degrees, a minimum of 24 graduation credits, including 12 credits at or above the 300 level, must be completed in a combined major and minor program on the Albany campus, or through a State University of New York sponsored study abroad program sponsored by a university center or four-year liberal arts college. Study abroad coursework completed at SUNY Community, Agriculture, or Technology Colleges may not generally be used to satisfy this requirement.

## Graduation Application

Degrees are awarded at the conclusion of the fall, spring, and summer terms. The student must file a degree application online via MyUAlbany in accordance with the date specified in the official University academic calendar for the term in which all degree requirements will be completed. All incomplete grades and grades not reported must be resolved before the degree can be awarded. If reasonable attempts to contact the instructor fail, the student with an incomplete or “blank” (not reported) grade may appeal to the Committee on Academic Standing or, if that body is unable to meet to resolve the issue in timely fashion, to the Office of the Vice Provost for Undergraduate Education.

Students may elect more than one major, designating which is to be considered the “first major,” the “second major,” etc. The University at Albany diploma lists only the degree of the first major and any Latin Honors, if applicable. Only one diploma is awarded to each undergraduate student indicating a Bachelor of Arts *or* a Bachelor of Science. A degree review will be conducted at the end of each term for those students who have properly applied for graduation. The Registrar's Office will notify the student if the degree is not awarded because the degree requirements have not been met. If the student has completed all requirements for the degree, a confirming email will be sent to the student via the University email address.

### Waiver of Requirements

In rare and exceptional cases, a waiver of the requirements listed in this section may be granted to an individual student. Petitions for waiver of major or minor requirements should be addressed to the academic unit offering the major or minor. Petitions for waiver of any other requirements in this section should be addressed to the Committee on Academic Standing of the Undergraduate Academic Council and submitted to the Office of Vice Provost for Undergraduate Education, LC 30. Please note that the Committee on Academic Standing only reviews these petitions for waivers during the Fall and Spring semesters.

### Classification of Courses, Credits

To graduate from the University at Albany, a student must have at least 120 graduation credits, fulfill the requirements of the major(s)/minor(s) chosen by the student, complete all General Education requirements that apply to the student, and fulfill the University, major and minor residence requirements. For a Bachelor of Arts degree, a minimum of 90 credits in courses designated “liberal arts and sciences” must be completed; for a Bachelor of Science degree, a minimum of 60 credits in courses designated “liberal arts and sciences” must be completed. Courses may be classified as “liberal arts and sciences” or as “non-liberal arts and sciences” or as a course carrying no credit applicable to graduation.

**Liberal Arts and Sciences Courses:** University at Albany undergraduate courses classified as “liberal arts and sciences” have a content, either formal or systematic, that provides the student with an appreciation

for and knowledge of the arts and written and spoken expression, humanities, world cultures and language, biological and physical sciences, social and behavioral sciences, mathematics and statistics, computing and information literacy, history, philosophy, or religion, or interdisciplinary studies involving one or more of these areas or otherwise contributing to the student's understanding of the social or physical environment. The University definition of “liberal arts and sciences” also extends to the skill, technique and methods courses, performance and practicum courses, internships, and service learning that serve to enhance a student's abilities and appreciation for study in these areas. In accordance with this definition, the majority of undergraduate courses taught at the University at Albany (as well as comparable courses transferred from another institution or offered in an Albany graduate program) are considered “liberal arts and sciences.”

#### Non-Liberal Arts and Sciences Courses:

Each UAlbany college and school offering undergraduate courses determines whether its courses are “liberal arts and sciences” or “non-liberal arts and sciences” and submits to the Curriculum and Honors Committee of the Undergraduate Academic Council a rationale for excluding one or more of its courses from its “default” classification. By request of a department or program to the Committee, a course's classification may later be changed. A department or program may also modify the classification of one of its courses or a transferred course in its discipline for an individual student upon petition to the department or program. The “default” classification for each college and school and the list of courses that are exceptions to the college's or school's default classification shall be printed in the Undergraduate Bulletin. In addition to the “non-liberal arts and sciences” courses mentioned, the following three categories of courses are also classified as “non-liberal arts and sciences” courses.

**ROTC Courses:** Students may apply toward their undergraduate degree requirements up to a maximum of twelve credits for ROTC courses completed successfully at the University at Albany and/or from other accredited institutions. All ROTC credit is designated “non-liberal arts and sciences.”

**Physical Education Courses:** Although the University no longer offers physical education courses for credit, students may apply toward their degree a maximum of six credits of physical education activity credits. These and credit for courses in

coaching, recreational studies, etc., will ordinarily be designated “non-liberal arts and sciences” credits.

**Applied Elective Courses:** The term “Applied Elective” designates a transfer course of a relatively non-theoretical and predominantly “skill” or “application” nature only tangentially connected to the objectives or study of the liberal arts and sciences. Such courses typically are intended to prepare a student for a specific vocational pursuit rather than for future academic, graduate or professional study or practice. Students may apply toward their undergraduate degree requirements up to a maximum of twelve credits from transferred “applied elective” courses. (Cf. “Types of Transfer Credit” section below.)

#### Courses Yielding No Graduation

**Credit:** The following types of courses do not carry credit applicable toward graduation at the University at Albany:

1. Developmental courses offered by the Educational Opportunities Program or their transfer equivalents
2. Written and oral language skills courses offered by the Intensive English Language Program or their transfer equivalents
3. Mathematics courses at or below the level of the New York State “Course B” Regents Examination in Mathematics (algebra and geometry, trigonometry, probability and statistics). However, in some cases such courses may fulfill the “Mathematics and Statistics” requirement in the General Education Program
4. Introduction to typing/keyboarding or shorthand, driver education, or other courses of an elementary manual skill nature with little or no theoretical content
5. Some religious studies courses: “Religious studies courses transfer if they are not doctrinal, confessional, or sectarian in nature. Religious studies courses from public institutions transfer without special review; religious studies courses from all other institutions will be evaluated by the appropriate departmental faculty.” (Quoted material was adopted from the University of Minnesota's policy on transfer credit and is used with their permission.)
6. Courses from institutions or programs determined by the Office of Undergraduate Admissions as not acceptable as a source for transfer credit to the University

## Types of Transfer Credit

**Equivalent Transfer Courses:** A department, school or program may designate a course taken elsewhere as equivalent to one of its courses. It is considered “liberal arts and sciences” if the Albany equivalent is so considered; it is considered “non-liberal arts and sciences” if the Albany equivalent is so considered.

**Departmental Electives:** A department, school or program may designate a course taken elsewhere as “departmental elective credit.” For example, a Sociology course may be designated A SOC 000 or A SOC E00 (a Sociology course not applicable to the major or minor in Sociology); A SOC 010 or A SOC E10 (a lower division Sociology course); or A SOC 030 or A SOC E30 (an upper division Sociology course). Unless expressly stated otherwise in the Undergraduate Bulletin, such credit is considered “liberal arts and sciences” credit if that is the Albany college’s or school’s default classification; it is considered “non-liberal arts and sciences” credit if that is the Albany college’s or school’s default classification.

**Applied Electives:** A department, school or program may decide whether a transfer course that is in its discipline should be designated as an “applied elective.” Courses that are not represented by comparable study in the University at Albany’s colleges and schools are generally designated “applied electives” (architecture, agricultural sciences, pharmacy, legal assistant, etc.). However, courses that appear roughly comparable to arts and sciences offerings (architecture comparable to art history or drawing, etc.) may be designated as “liberal arts and sciences” or may have their designation changed to “liberal arts and sciences” based on a student’s appeal. A student may receive a maximum of 12 credits for transferred applied electives.

## Limits on Transfer Credits

The following limits and restrictions apply whether or not these credits are taken pre-matriculation or post-matriculation.

**Maximum Limit on Transfer Credit:** Since Albany requires at least 30 credits to be completed at the University, the most transfer credit that can be applied toward graduation is 90 credits. (Since some SUNY and other technical and community colleges now award baccalaureate degrees, the University no longer distinguishes between “two-year” and baccalaureate-granting institutions in determining the maximum credits that may be transferred.)

**Non-Liberal Arts and Sciences Courses:** Bachelor of Arts degree programs require a minimum of 90 credits in “liberal arts and sciences.” Therefore, for students pursuing the B.A. degree the most credit from “non-liberal arts and sciences” courses that can apply to the degree is 30 credits. Bachelor of Science degree programs require a minimum of 60 credits in “liberal arts and sciences.” Therefore, for students pursuing the B.S. degree the most credit from “non-liberal arts and sciences” courses that can apply to the degree is 60 credits.

Of a student’s transfer credits in courses that are designated “non-liberal arts and sciences,” no more than 6 credits may be in physical education activity courses, no more than 12 credits may be in ROTC courses, and no more than 12 credits may be in courses equated to “applied electives.”

Although credits successfully completed at other institutions after the student has matriculated will appear on the student’s record, the limits and restrictions mentioned above will determine whether or not the student is able to apply all of those credits toward the minimum 120 credits needed for graduation.

## Graduation Credits

A student must earn a minimum of 120 acceptable graduation credits to be eligible for graduation from the University. Acceptable graduation credit is as follows:

1. Credit accepted by transfer
2. Credit earned through approved proficiency examinations. Such credit may be awarded on the basis of a student’s performance on such external examinations as CLEP, RCE, AP, USAFI, etc., or an examination established for this purpose by a University at Albany department, school or program. Proficiency examination credit shall be clearly distinguished as such on a student’s academic record, and shall have no bearing on a student’s academic average. Proficiency examination credits shall not count within a semester load, hence shall not be counted when determining whether a student is full-time or part-time, and shall not be applied to University, major or minor residence requirements or semester retention standards. Any academic unit at the University may award proficiency credit by examination provided it does so openly and applies standards consistently to all students seeking credit. In no case may award of credit be contingent upon auditing a course (formally or informally), private tutelage (paid or otherwise), or participation in

University or extracurricular activities or productions; however, the payment of a modest fee may be charged for administering the examination

3. Credit completed with the grades of *A, A-, B+, B, B-, C+, C, C-, D+, D, D- or S*. An academic unit may award credit with an *A-E* or *S/U* grade only in a University at Albany course for which the student was formally registered in a fall or spring semester or summer or winter session in accordance with established registration and program adjustment procedures and deadlines
4. No credit graded *D* from another institution will transfer

## Major and Minor Credits

A University at Albany grade of *D-* is minimally acceptable for graduation credit in the major and minor. Note, however, that a 2.00 average within each major and minor is a requirement for graduation.

Students cannot transfer in any grades of *D*.

## Programs of Study and Course Designations

Information concerning specific programs of study may be found by referring to the sections in this bulletin headed College of Arts and Science, School of Business, School of Criminal Justice, School of Education, College of Emergency Preparedness, Homeland Security and Cybersecurity, College of Engineering and Applied Sciences, Nelson A. Rockefeller College of Public Affairs and Policy, School of Public Health, School of Social Welfare, and Undergraduate Study Opportunities.

## Unit of Academic Credit

Generally, one credit represents the equivalent of one hour of lecture or recitation or at least two hours of laboratory work each week for one semester or the equivalent in honors study. The number following each course title; e.g., (3), indicates the credits offered for that course.

## Significance of Course Number

Each course offered by the University is assigned a designation and a number according to a plan that is outlined here. The specific course designation and number appears in the bulletin directly in front of the course title. Each course designation consists of three separate units: (1) the school designation; (2) the subject or departmental designation; and (3) the course number.

The school or college offering a course is identified by a single letter as noted here.

- 
- A College of Arts and Sciences
  - B School of Business
  - C College of Emergency Preparedness, Homeland Security and Cybersecurity
  - D former Division of Physical Education, Athletics, and Recreation
  - E School of Education
  - G International Studies
  - H School of Public Health
  - I College of Engineering and Applied Sciences
  - N Nanoscale Science and Engineering Program
  - O Educational Opportunities Program
  - R School of Criminal Justice, Rockefeller College of Public Affairs and Policy, and School of Social Welfare
  - T Honors College Course
  - U University-Wide Offerings
  - X Regional Cross-Registration
- 

The subject or departmental designation consists of three letters representing an abbreviation for the subject or the department offering the course.

Students ordinarily enroll in courses at the level appropriate to their class. The course number is a three-digit number assigned to the course by the academic unit offering the course.

The first digit reflects the level at which the course is taught. The level designations are as follows:

**000-099** Noncredit courses [Exception: transfer courses having no counterpart at the University are often evaluated as the generic A HIS 010 or A HIS E10, A ENG 030 or A ENG E30, etc., meaning 100-level History elective, 300-level English elective, and so on.]

**100-299** Lower-division courses, with **200-299** primarily for sophomores. Courses designed to present a large body of information without expecting a mastery of detail (e.g., survey courses in history or literature) or to present general theoretical or methodological approaches (e.g., foundation courses in the social, natural and physical sciences) or to teach skills or techniques at an introductory level (e.g., general physical education) are considered to be lower division. Lower-division courses may be expected to include elementary and may include intermediate levels of subject matter competency but not advanced levels.

**300-499** Upper-division courses, with **400-499** primarily for seniors. Courses offered primarily for those who are in the third and fourth years of their university

education. The content should go beyond the introductory or survey level and, in the judgment of the faculty, will require prior academic achievement and experience.

**500-599** First-year graduate courses (open to seniors with appropriate background and consent of major department chairs and the course instructors).

**600-699** First-year graduate courses (open to superior seniors with the approval of their advisers and the written consent of their department chairs and the course instructors).

**700+** Advanced graduate courses ordinarily beyond the master's degree and open only to graduate students.

### Letter Suffixes for General Education Courses

The *General Education Program* employs the suffixes T, U, V, W, X, Y, and Z to identify communication and reasoning competencies.

### The Meaning of Undergraduate Course Suffixes

Suffixes may be used to designate courses designed to meet competencies within the major in oral discourse, information literacy, and advanced writing. Students should note that the General Education Lookup page indicates only whether a course has been approved to be offered in certain categories. When the suffix is attached to the course offering in the Schedule of Classes, the General Education content of the course is included in that specific course offering.

For students who matriculated prior to Fall 2013 and are required to take an Information Literacy course: a section will fulfill the Information Literacy requirement if the course number ends in the suffix T, U, V, or X.

For students who matriculated prior to Fall 2013 and are required to take a Writing Intensive course: a section will fulfill the Writing Intensive requirement if the course number ends in the suffix T, V, W, or Z. U UNI 110 and A ENG 110 will also meet the requirement.

- 
- T = Writing Intensive + Information Literacy + Oral Discourse
  - U = Information Literacy + Oral Discourse
  - V = Writing Intensive + Information Literacy
  - W = Writing Intensive + Oral Discourse
  - X = Information Literacy
  - Y = Oral Discourse
  - Z = Writing Intensive
- 

Whether a course also meets one of the other General Education requirements can be determined from the updated online lists for each category available at "General Education Lookup:" <http://www.albany.edu/gened/search/search.shtml>.

On MyUAlbany, the "Search Class Schedules" capability also allows students to search for courses in a term that fulfill one or more of the General Education categories. This same search capability exists from the University's homepage: [http://www.albany.edu/registrar/schedule\\_of\\_classes.html](http://www.albany.edu/registrar/schedule_of_classes.html) to find courses that meet one or more General Education requirements.

Additional information about the University at Albany's courses, programs, policies and regulations can be found at the websites of the various departments, schools and offices mentioned in this bulletin, accessible from the University at Albany's home page: <http://www.albany.edu>.

### Equivalent Courses

If a course is cross-listed (considered equivalent) with a course from another department or school, the equivalent course is listed in parentheses after the course number with an equals sign. Therefore, if a course fulfills a requirement for a major, minor, or general education category, all courses cross-listed with that course shall be considered to fulfill the same requirement.

Students who have received graduation credit for a cross-listed course may not also receive graduation credit for the equivalent courses(s) listed in parentheses.

If a course has had its number changed within the past four years, the prior number is listed in parentheses after the current course number. Unless expressly allowed to do so in the course description, students who have received graduation credit for a course under a previous course number may not also receive graduation credit for the same course under a new course number.

### Repeatable Courses

If a course may be repeated for graduation credit, this will be indicated in the course description. Sometimes the repeatability is restricted and this is also indicated in the course description: "may be repeated once for credit," "may be repeated if topic varies," etc.

If the description does not indicate the course can be repeated for credit, then a student who takes and passes the same course more than once will only receive graduation credit for that course once.

## Liberal Arts and Sciences Courses

The following undergraduate courses offered by the specified school or college during 2018-2019 are considered liberal arts and sciences courses for the purposes of degree requirements for the B.A. and B.S. degrees.

- (A) **College of Arts and Sciences:**  
all courses except A EAJ 423, A ECO 495, A HEB 450
- (B) **School of Business:**  
B BUS 250, B FOR 100, B FOR 201, B FOR 202, B FOR 204, B LAW 200, B LAW 220, B MGT 341, B MGT 430, B MGT 481, B MKT 351, B ITM 215
- (C) **College of Emergency Preparedness, Homeland Security and Cybersecurity:**  
C EHC 101, 210, 242, 310, 343, 344, 345, 410; I INF 100, I INF 201, I INF 301, I INF 499; I IST 457, I IST 473
- (D) **Division of Physical Education, Athletics, and Recreation:**  
no courses
- (E) **School of Education:**  
E APS 120, E APS 201, E APS 202, E APS 300, E APS 301, E APS 400, E APS 470; E CPY 360; E CPY 462; E PSY 224; E PSY 250; E PSY 330; E PSY 420; E PSY 481; E SPE 369, E SPE 460; E SPY 360; E TAP 403
- (H) **School of Public Health:**  
H HPM 310, H HPM 381;  
all H SPH courses
- (I) **College of Engineering and Applied Sciences:**  
all I CSI courses; I CEN and I ESE courses TBSDT
- (R) **School of Criminal Justice:**  
all courses
- (R) **Nelson A. Rockefeller College of Public Affairs & Policy:**  
all R PAD courses except R PAD 110, R PAD 111, R PAD 210, R PAD 211, R PAD 380, R PAD 381, R PAD 480, R PAD 481; all R POS courses
- (R) **School of Social Welfare:**  
R SSW 200, R SSW 210, R SSW 220, R SSW 301, R SSW 322, R SSW 408, R SSW 409, R SSW 450, R SSW 499
- (T) **Honors College Courses:**  
all courses
- (U) **University-wide Courses:**  
all U FSP courses, all U UNI courses except for U UNI 288 and U UNI 289, all U UNL courses

## Majors

The chart below lists all University at Albany majors and whether the major leads to a B.A. or B.S. degree and whether there is an Honors Program option.

The chart that follows lists combined baccalaureate and master's programs that are designed to assist students in accelerating completion of two degrees. Policies regarding enrollment in BAMA programs can be found in the section on Joint Degrees and Combined Bachelor's-Master's Programs.

	HEGIS Code	B.A. Degree	B.S. Degree	Honors Program
<b>UNDERGRADUATE MAJORS</b>				
<b>College of Arts &amp; Sciences</b>				
Actuarial and Mathematical Sciences	1799		X	X
Africana Studies	2211	X		X
Anthropology	2202	X		X
Art	1002	X		X
Art History	1003	X		X
Atmospheric Science	1913		X	X
Biology	0401	X	X	X
Chemistry	1905	X	X	X
Chinese Studies	1107	X		X
Communication	0601	X		X
East Asian Studies	0302	X		X
Economics	2204	X	X	X
English	1501	X		X
Geography	2206	X		X
History	2205	X		X
Human Biology	0401		X	
<b>Interdisciplinary Majors with Concentrations</b>				
<i>Biochemistry &amp; Molecular Biology</i>	4901		X	X
<i>Documentary Studies</i>	4901	X		X
<i>Environmental Science</i>	4901		X	X
<i>Globalization Studies</i>	4901	X		
<i>Medieval &amp; Renaissance Studies</i>	4901	X		X
<i>Religious Studies</i>	4901	X		
Japanese Studies	1108	X		X
Journalism	0602	X		X
Latin American, Caribbean, and U.S. Latino Studies	0308	X		X
Linguistics	1505	X		X
Mathematics	1701	X	X	X
Music	1005	X		
Philosophy	1509	X		X
Physics	1902		X	X
Psychology	2001	X		X
Sociology	2208	X		X
Spanish	1105	X		X
Theatre	1107	X		X
Urban Studies and Planning	2214	X		
Women's, Gender and Sexuality Studies	4903	X		X
<b>School of Business</b>				
Accounting	0502		X	
Business Administration	0506		X	
Digital Forensics	0799		X	
<b>Interdisciplinary Major with Concentration</b>				
<i>Financial Market Regulation</i>	4901		X	
<b>School of Criminal Justice</b>				
Criminal Justice	2209	X		X
<b>School of Education</b>				
Human Development	0822		X	
<b>College of Emergency Preparedness, Homeland Security and Cybersecurity</b>				
Emergency Preparedness, Homeland Security and Cybersecurity	2102	X	X	
Informatics	0799		X	

(continued on next page)

UNDERGRADUATE MAJORS	HEGIS Code	B.A. Degree	B.S. Degree	Honors Program
<b>College of Engineering and Applied Sciences</b>				
Computer Engineering	0999		X	
Computer Science	0701	X	X	X
Computer Science and Applied Mathematics	0701		X	X
<b>Nanoscale Science and Engineering Program</b>				
Nanoscale Engineering	0915		X	X
Nanoscale Science	0915		X	X
<b>Rockefeller College of Public Affairs and Policy</b>				
Political Science	2207	X		X
Public Policy and Management	2102	X		X
<b>School of Public Health</b>				
Interdisciplinary Majors with Concentrations				
<i>Bio-instrumentation</i>	4901		X	
<i>Public Health</i>	4901		X	
<b>School of Social Welfare</b>				
Social Welfare	2104		X	
<b>University-wide</b>				
Interdisciplinary Studies	4901	X	X	

## Regulations Concerning Majors

The University offers majors in the General Program through the schools and colleges indicated here. In addition, there currently exist unique departmental program majors in art and music that complement the regular University major options in both of these areas.

Most majors are available with an honors program option and several majors have combined bachelor's/master's degree programs. Approved faculty-initiated interdisciplinary majors are also included in the University's curricular offerings. In addition, students may design their own interdisciplinary major in accordance with procedures established by the Interdisciplinary Studies Committee of the Undergraduate Academic Council.

## Declaration of Major

Freshmen are generally admitted to the University and not to a particular department, college, or school. Students may declare their intended major when they have earned 24 graduation credits. For most majors, students need only complete a minimum of 24 graduation credits to declare a major in the school or college offering their major. Other majors, however, are restricted in the sense that students must be granted formal departmental of school approval or satisfy stated admissions criteria before being officially classified as that major. Students interested in declaring or changing their majors should inquire about the specifics at the Advisement Services Center, LI 36. Students are advised to declare a major by the time they have completed 56 credits. Failure to do so may jeopardize timely graduation and may have serious consequences for financial aid recipients. For further information regarding academic requirements for financial aid recipients, please visit <http://www.albany.edu/financialaid/requirements.shtml>. Student athletes must follow NCAA regulations concerning declaration of major.

## Restricted Majors

Currently, admission to the following majors is restricted to those who meet admission criteria or who are selected as a result of an application process.

- Accounting
- Art (Departmental)
- Biochemistry and Molecular Biology (Interdisciplinary Major)
- Bio-instrumentation (Interdisciplinary Major)

## Combined Bachelor's/Master's Degree Programs

Majors	HEGIS Codes	Degrees
Atmospheric Science/Atmospheric Science	1913/1913	B.S./M.S.
Biology/Biology	0401/0401	B.S./M.S.
Chemistry/Chemistry	1905/1905	B.S./M.S.
Communication/Communication	0601/0601	B.A./M.A.
Computer Science/Computer Science	0701/0701	B.S./M.S.
Computer Science and Applied Mathematics/Mathematics	0701/1701	B.S./M.A.
Criminal Justice/Criminal Justice	2209/2209	B.A./M.A.
Economics/Economics	2204/2204	B.S./M.A.
Economics/Public Administration	2204/2102	B.S./M.P.A.
English/English	1501/1501	B.A./M.A.
English/Liberal Studies	1501/4901	B.A./M.A.
Geography/Geography	2206/2206	B.A./M.A.
History/History	2205/2205	B.A./M.A.
Human Development/Educational Psychology and Methodology	0822/0822	B.S./M.S.
Human Development/Special Education and Literacy II	0822/0808	B.S./M.S.
Linguistics/Teaching English to Speakers of Other Languages	1505/1508	B.A./M.S.
Mathematics/Mathematics	1701/1701	B.A./M.A.
Mathematics/Mathematics	1701/1701	B.S./M.A.
Philosophy/Philosophy	1509/1509	B.A./M.A.
Physics/Physics	1902/1902	B.S./M.S.
Political Science/International Affairs	2207/2210	B.A./M.I.A.
Political Science/Political Science	2207/2207	B.A./M.A.
Political Science/Public Administration	2207/2102	B.A./M.P.A.
Public Policy and Management/International Affairs	2102/2210	B.A./M.I.A.
Public Policy and Management/Public Administration	2102/2102	B.A./M.P.A.
Psychology/Mental Health Counseling	2001/2104	B.A./M.S.
Sociology/Public Administration	2208/2102	B.A./M.P.A.
Sociology/Sociology	2208/2208	B.A./M.A.
Spanish/Spanish	1105/1105	B.A./M.A.
Women's, Gender and Sexuality Studies/ Women's, Gender and Sexuality Studies	4903/4903	B.A./M.A.
Any undergraduate B.A. major (except Art History, East Asian Studies, Emergency Preparedness, Homeland Security and Cybersecurity, Japanese Studies, Journalism, Urban Studies and Planning)/Information Science B.A./M.S.I.S.	*1/1601	
Any undergraduate B.S. major (except Accounting, Bio-instrumentation, Computer Engineering, Digital Forensics, Emergency Preparedness, Homeland Security and Cybersecurity, Human Development, Informatics)/Information Science	*1/1601	B.S./M.S.I.S.

\*1 HEGIS code depends on undergraduate major.



- Business Administration
- Communication
- Criminal Justice
- Digital Forensics
- Economics
- Financial Market Regulation (Interdisciplinary Major)
- Human Development
- Mathematics
- Music (Departmental)
- Psychology
- Social Welfare
- Sociology

Selection to these restricted majors will differ depending on the degree of competition generated by other applicants and/or the completion of specific course requirements. For further details on the specific requirements and selection processes for each of these majors, please refer to the appropriate department or school description in this bulletin.

## Multiple Majors

Students may elect more than one major, designating which is to be considered the “first major,” the “second major,” etc. Students will receive advisement from the department of their first major. Students can confirm the order of their majors via their degree audit. A student completing, for example, two majors, one in business and one in history, would receive a Bachelor of Science degree if the first major was business or a Bachelor of Arts degree if the first major was history. The first major must be established prior to the conferral date of the degree. A student who completes more than one major and/or more than one minor, will have both majors/minors listed on their transcript. The University at Albany diploma lists only the degree of the first major and any Latin Honors, if applicable. Only one diploma is awarded to each undergraduate student.

For each major, students must complete the major requirements as outlined in this bulletin. However, for a student with two or more majors, a specific course that is applicable to more than one of the majors may be applied toward each of the majors to which it is applicable. For example, a student with majors in accounting and economics may “double count” calculus and some economics courses, applying the credits toward both majors; if the student

also had a third major in computer science, the calculus course A MAT 112 would “triple count,” applying to all three majors.

The above ability to apply a course to multiple majors is limited to the extent that all students must complete a minimum of 48 non-overlapping credits between majors and/or minors. Thus, a student with two 36 credit majors may apply up to 12 credits of coursework to each major (provided the coursework is approved to fulfill requirements in both programs). For example, a student with majors in criminal justice and sociology may apply A SOC 220 and A SOC 221 to both majors and up to 6 additional credits of coursework if they are courses that have been approved to apply to both majors.

Academic departments which offer more than one major can choose to develop a policy to prohibit students from declaring multiple majors within their programs. Any such policy proposal must be submitted to UAC for review and approval.

## The Student-Initiated Interdisciplinary Major

In addition to existing majors offered by the University’s departments, schools and programs, a “Student-Initiated Interdisciplinary Major” option is available through the Undergraduate Academic Council’s Interdisciplinary Studies Committee. This option is designed to allow highly motivated students to meet special educational goals not available from the many existing majors at the University.

In the development of an interdisciplinary major the student and prospective faculty sponsors are asked to insure its intellectual merit by considering the following questions: Will the proposed major make it possible to undertake future disciplined inquiry such as that which is found in graduate or professional study? Will the plan promote mastery of the methodological tools relevant to the subject matter? Are there sufficient bodies of scholarly literature to allow for in-depth study in the major’s disciplines? Will the plan allow for gaining significant knowledge to read and evaluate professional and scholarly literature in the major’s disciplines?

The following information will assist in the formulation of a major.

**Non-Duplication of Existing Majors:** The proposed major must involve *coursework in at least two different departments or schools*. Moreover, the proposal *must not* duplicate or nearly duplicate opportunities available

to University at Albany students through existing major programs.

**Coherence:** The proposed major must consist of a coherent, integrated program of studies. As with any other major, there must be some relationship between courses to be undertaken as well as sufficient depth of study in the area under consideration. It would also be helpful to know if models exist on other campuses for the proposed major. This information will assist the student in constructing a program of studies and the citation of an existing program will support the application for such a major.

**Credits:** The proposed major must consist of *at least 36 but not more than 66 credits*. If the major includes fewer than 54 credits, the student will be applying for a major *only* and will need a separate minor to meet minimum graduation requirements. If the major includes 54 or more credits, the student will be applying for a combined major and minor program and, therefore, no separate minor will be needed.

**Upper Division Course Work:** At least *half* of the credits in the proposed major must be *at the 300 level or above*.

**Independent Study:** The proposed major may include a maximum of 25% of independent study coursework.

**B.A. or B.S. Degree:** The coursework in the interdisciplinary major will normally dictate the type of bachelor’s degree to be earned by the student.

**Faculty Sponsorship:** The proposal must have a primary and a secondary faculty sponsor. The primary sponsor must also agree to serve as the student’s major advisor for the proposed program. The two sponsors must be members of the teaching faculty and must come from two *different* academic units (departments or schools) offering courses included in the major.

Student who believe they might like to construct their own major should begin plans as soon as possible, but the application for the major cannot be filed until the student has *completed at least 30 graduation credits*.

Once a student has tentatively decided on the theme for the proposed study, the *Undergraduate Bulletin* should be reviewed to verify that no existing major encompasses that theme. The *Bulletin* and the *Schedule of Classes* should also be used to identify possible courses which might be included in the proposed major and, based on the courses they teach, possible faculty who might be willing to serve as sponsors for the major.

Before deciding on all the details of the proposed major, the student should speak with several faculty for the following reasons: (a) to determine the likelihood of finding two faculty sponsors for the program; (b) to solicit suggestions on how to further refine, limit, or expand the chosen theme; (c) to solicit further suggestions of individual courses or sequences of courses which might be included in the major; and (d) to determine whether or not the student's goals in creating the major are likely to be met by the combination of courses chosen.

Further information and application procedures and forms may be obtained by contacting the Office of the Vice Provost for Undergraduate Education, LC 30 (518-442-3950).

## Joint Degree and Bachelor's/Master's Programs

### Joint Degree Programs

#### 3+3 Program with Albany Law School of Union University\*

This program offers a six-year bachelor's and law degree program. A limited number of freshmen are selected for this program based primarily on high school record and SAT scores. Students who are selected for this program and maintain the required GPA and LSAT standards are guaranteed a seat in the first-year class at Albany Law after completing three years on this campus. The bachelor's degree is conferred upon successful completion of the first year of study at Albany Law School. Students are admitted to this program either prior to beginning their freshman year or at the end of their freshman year. Further information regarding criteria for admission and program requirements can be obtained from the Pre-Law Advisor, Advisement Services Center, LI 36, (518) 442-3960.

#### Early Assurance of Admission to Albany Medical College\*

The Early Assurance Program is a cooperative program developed between the University at Albany and the Albany Medical College. This program provides an opportunity to submit an early application for admission to Albany Medical College. Applicants must have completed three semesters of coursework at the University at Albany; receive the Pre-Health Committee Evaluation and approval during the spring semester of the sophomore year; and complete a full two years of undergraduate

study in order to apply to Albany Medical College at the end of the sophomore year. Students in this program must maintain a minimum cumulative grade point average of 3.50 and achieve grades no lower than a B in each prerequisite science course.

Students selected for admission will matriculate at Albany Medical College after completion of their undergraduate degree and four years of study at the University at Albany. Students pursuing this program should contact the Pre-Health Advisor during their freshman year. *For details regarding criteria for admission and program requirements, contact the Advisement Services Center, LI 36, (518) 442-3960.*

#### Early Assurance of Admission to Touro College of Medicine, Doctor of Osteopathy (DO)\*

The Early Assurance Program is a cooperative program developed between the University at Albany and Touro COM-Middletown. This program provides an opportunity for students who start at the University at Albany as freshmen to submit an early application in the beginning of their sophomore year for admission to Touro COM-Middletown to attain a DO (Doctor of Osteopathic Medicine). Applicants must complete a minimum of four (at least 12 credit hours) of the required pre-medical science courses by the end of their freshman year and compile a strong academic record of a minimum overall and science grade point averages of 3.0 and submit an application no later than December 15<sup>th</sup> in the fall semester of their sophomore year at the University at Albany. Applications will be evaluated according to Touro COM-Middletown admission standards and include a satisfactory interview.

Students selected for admission will matriculate at Touro COM-Middletown after completion of their undergraduate degree and four years of study at the University at Albany. Students who wish to explore this opportunity should express their interest to UAlbany's Pre-Health Advisor at prehealth@albany.edu. For details regarding criteria for admission and program requirements and application, students can email Touro COM admissions office at admissions.tourocom@touro.edu.

#### Joint Seven-Year Biology/Optomtery Program\*

The Joint Biology/Optomtery Program is a cooperative program developed between the University at Albany and SUNY State College of Optometry. In this program, students complete three years at the University at Albany and then attend the

SUNY State College of Optometry for four years. Credits from the first year at SUNY State College of Optometry will transfer back to the University at Albany for completion of the B.S. degree in Biology. After completion of the fourth year at SUNY State College of Optometry, students may earn the O.D. degree in Optometry. Students apply for this program in the spring semester of their sophomore year. Any students pursuing this program should see the Pre-Health Advisor during their freshman year. *Further information may be obtained by contacting the Advisement Services Center, LI 36, (518) 442-3960.*

#### Occupational Therapy and Physical Therapy Programs/Collaborative Agreement between University at Albany and Sage Graduate School

This Collaborative Agreement allows University at Albany graduates to transition into health professions programs at Sage Graduate School. This Collaborative Agreement provides for guaranteed acceptance into the Doctor of Physical Therapy (DPT) degree program and preferred admission to the Occupational Therapy Master's degree program. Any students pursuing this program should contact the Pre-Health Advisor for additional details. *Further information may be obtained by contacting the Advisement Services Center, LI 36, (518) 442-3960.*

#### \*NOTE: For the joint degree programs marked with an asterisk (\*) the following policies apply:

1. Only students with an admissions status of "FRESHMAN" (not transfer students) are eligible to participate. Students following joint degree programs shall be held to the same requirements that apply to students completing their entire degree on campus. This means that students need to complete 30 of their last 69 credits on this campus (residency requirement).
2. All Albany requirements need to be completed by the time the bachelor's degree will be awarded. Therefore, students pursuing these degree programs can continue to take courses, on campus or off, that apply to the requirements they need to complete at Albany (in compliance with residency and transfer limit policies). For example, in the summers following the student's third and fourth years, the student can return to Albany to take additional coursework. Additionally, requirements at Albany might be satisfied by particular coursework at the partnering institution.

## Combined Bachelor's/Master's Degree Programs

Combined Bachelor's/Master's Degree Programs: Undergraduate students of recognized academic ability and educational maturity have the opportunity of fulfilling integrated requirements of bachelor's and master's degree programs within a rationally designed and effective framework at the beginning of their junior year. Combined programs require a minimum of 138 credits and up to 12 graduate credits may be applied simultaneously to the requirements for the baccalaureate. For a chart of available Bachelor's/Master's Degree Programs, go to [http://www.albany.edu/undergraduate\\_bulletin/majors.html](http://www.albany.edu/undergraduate_bulletin/majors.html).

Students may be admitted to these combined programs at the beginning of their junior year, or after the successful completion of 56 credits. A grade point average of 3.20 or higher and three supportive letters of recommendation from faculty are required.

### Clarification to Students in Combined Bachelor's/Master's Programs

"Students are considered undergraduates until they have accumulated 120 credits, satisfied all degree requirements and been awarded the baccalaureate degree."

*However, although students who have failed to satisfy "all degree requirements" will not be granted the baccalaureate degree until all undergraduate requirements are met, please be aware that for determining such matters as whether students pay undergraduate or graduate tuition, the following policy applies:*

"Although admitted to an integrated degree program, a student will be considered as an undergraduate student for purposes of tuition billing, financial aid, and enrollment identification until qualified to receive the bachelor's degree or until enrolled in the 13<sup>th</sup> credit of graduate coursework. Once a student is qualified to receive the bachelor's degree or enrolls in the 13<sup>th</sup> credit of graduate coursework, the student will be considered a graduate student for tuition billing, financial aid and enrollment identification, and will be eligible for graduate assistantships, fellowships, and loans.

"Students' progress through the combined program will be reviewed in the Office of the Vice Provost for Undergraduate Education to ensure timely completion of the undergraduate degree. Academic advisors of bachelor's-master's programs and students themselves should also attend to

course enrollment choices that lead to timely completion of undergraduate requirements." (*Accepted by University Senate, March 9, 2009, revised by the Undergraduate Academic Council, November, 2015.*)

Students interested in further information regarding the combined programs should contact the appropriate program's department chair.

### Combined Bachelor's/Master's in Information Science

Any undergraduate B.A. major (except Art History, East Asian Studies, Emergency Preparedness, Homeland Security and Cybersecurity, Japanese Studies, Journalism, Urban Studies and Planning)/Department of Information Science: Major/Master of Science in Information Science (B.A./M.S.I.S.)

Any undergraduate B.S. major (except Accounting, Bio-instrumentation, Computer Engineering, Digital Forensics, Emergency Preparedness, Homeland Security and Cybersecurity, Human Development, Informatics)/Department of Information Science: Major/Master of Science in Information Science (B.S./M.S.I.S.)

### Combined Bachelor's in Computer Science and Applied Mathematics/Master's in Mathematics

Department of Computer Science/Department of Mathematics and Statistics: B.S./M.A.

### Combined Bachelor's in Economics/Master's in Public Administration

Department of Economics/Department of Public Administration and Policy: B.S./M.P.A.

### Combined Bachelor's in English/Master's in Liberal Studies

Department of English/Program in Liberal Studies: B.A./M.A.

### Combined Bachelor's in Human Development/Master's in Educational Psychology and Methodology

Department of Educational & Counseling Psychology/Department of Educational & Counseling Psychology: B.S./M.S.

### Combined Bachelor's in Human Development/Master's in Special Education and Literacy II

Department of Educational & Counseling Psychology/Department of Literacy Teaching and Learning: B.S./M.S.

### Combined Bachelor's in Linguistics/Master's in Teaching English to Speakers of Other Languages (TESOL)

Department of Anthropology/Department of Educational Theory and Practice: B.A./M.S.

### Combined Bachelor's in Political Science/Master's in International Affairs

Department of Political Science/Rockefeller College of Public Affairs & Policy: B.A./M.I.A.

### Combined Bachelor's in Political Science/Master's in Public Administration

Department of Political Science/Department of Public Administration and Policy: B.A./M.P.A.

### Combined Bachelor's in Public Policy and Management/Master's in International Affairs

Department of Public Administration and Policy/Rockefeller College of Public Affairs & Policy: B.A./M.I.A.

### Combined Bachelor's in Public Policy and Management/Master's in Public Administration

Department of Public Administration and Policy/Department of Public Administration and Policy: B.A./M.P.A.

### Combined Bachelor's in Psychology/Master's in Mental Health Counseling

Department of Psychology/Department of Educational & Counseling Psychology: B.A./M.S.

### Combined Bachelor's in Sociology/Master's in Public Administration

Department of Sociology/Department of Public Administration and Policy: B.A./M.P.A.

## Minors

### Regulations Concerning Minors Minors Defined, Titles

A minor consists of 18–24 graduation credits which must include a minimum of 9 graduation credits of "advanced coursework" (defined as coursework requiring at least one prerequisite course and/or courses at or above the 300 level).

No student may use a minor title that is the same as the title of the student's major.

Only the following are acceptable minor titles to appear on the academic record:

- “Combined with Major” for approved combined major and minor programs
- Titles approved by the Curriculum Committee or by the Interdisciplinary Studies Committee of the Undergraduate Academic Council
- “Interdisciplinary” if approved by the Interdisciplinary Studies Committee of the Undergraduate Academic Council

### Students Required to Complete a Minor

A student is required to complete a minor if the student has only one major and that major is neither an approved “combined major and minor” nor an approved “departmental major.”

If the student with a single, non-combined, non-departmental major has only one minor, the same course may not be used to fulfill the requirements of both the major and the discrete minor, i.e., no “double counting” between the major and minor is allowed.

### Students not Required to Complete a Minor

A student with two or more majors or a major that is either an approved “combined major and minor” or an approved “departmental major” is not required to have a discrete minor, but the student may elect to have one or more minors listed on the academic record.

If the student does elect one or more minors, the same course may be “double counted” toward the major (or even more than one of the majors) and toward the minor.

Similarly, if the student in a “combined major and minor program” elects one or more minors, the same course may be “double counted” toward the “minor” requirements of the combined major and toward one of the minors. Naturally, students in a combined major and minor program who complete one or more discrete minors nevertheless must complete all requirements in the combined major program.

### Multiple Minors

Students may declare two or more minors. For a student with two or more minors, a specific course that is applicable to more than one of the minors may be applied toward each of the minors to which it is applicable. No more than three courses can be utilized by multiple minors.

Additionally, courses may be applied to one of the minors and to one (or more) of the applicable majors.

### Restricted Minors

Currently, admission to the following minors is restricted, as outlined in the minors' requirements:

- Broadcast Meteorology
- Educational Studies
- Financial Market Regulation

### Minors

Listed here are the minor titles that have been approved by the Undergraduate Academic Council. Action of the Council also mandates that the following may not be used as a minor title: social welfare.

**Africana Studies:** A minimum of 18 graduation credits (9 or more of which must be in coursework at or above the 300 level) including one course from among the following: A AFS 101, 142, 219, 286, 287, 490.

**Anthropology:** A minimum of 18 graduation credits (9 or more of which must be in coursework at or above the 300 level). Students are required to take two of the following core courses: A ANT 100, 104, 108, 110, or A ANT/A LIN 220.

**Art:** A minimum of 18 graduation credits (9 or more of which must be in coursework at or above the 300 level and/or in courses requiring at least one prerequisite course) from coursework with an A ART prefix. Six (6) of the required 18 credits may be from courses with an A ARH prefix or from other courses that have been approved for the major in art history.

**Art History:** A minimum of 18 graduation credits (9 or more of which must be in coursework at or above the 300 level and/or in courses requiring at least one prerequisite course) including A ARH 170 and 171, and 6 additional credits from coursework with an A ARH prefix. The remaining 6 credits may be selected from: any course with an A ARH prefix; A ANT 233, 334, 433; A CAS 240; A ANT/A CLA 490; A EAC 280, A HIS 303Z.

**Atmospheric Science:** A minimum of 20 graduation credits from coursework with an A ATM prefix, including A ATM 209, 210, 211; and at least 6 credits from all 300 level and higher A ATM courses; A ATM 490, 497, 499 are excluded. Appropriate prerequisite courses in mathematics and physics are necessary to complete the required minor courses.

**Bioethics:** A minimum of 18 graduation credits including an introductory course in philosophy (A PHI 114 or 115 or 212); an introductory course in biology (A BIO 102, 120 or 130 or 131, or 209; biology majors may substitute an advanced biology course for this requirement); Moral Problems in Medicine (A PHI 338); 3 credits at 300-level or higher in ethical and/or political theory (A PHI 320, 321, 326, 425, 474 or R POS 301, 302, 306, 307, 308, 310); and 6 credits from advanced related courses.

Advanced related courses include: A ANT 312, 360, 361, 364, 365, 418, 450; A BIO 205, 212, 311, 318, 329; A ECO 381; A GOG 310; A PHI 355, A PHI 417; A PSY 329, 385, 387; A SOC 359; H SPH 342; R CRJ 405; R POS 328; U UNI 310.

Advanced related graduate courses include: A ANT 511, 517, 518; A BIO 511, 519; A ECO 509, 511, 512; A PHI 505, 506, 517; H EPI 501, 502; H HPM 501; R POS 502/R PAD 511. Students may use other courses to fulfill the related courses requirement at the discretion of the director of the program.

**Biology:** A minimum of 18 graduation credits, including A BIO 130 or 121; 131 or 120; A BIO 212Y. Additional credits are selected from biology courses that yield biology credit toward the biology major.

**Broadcast Meteorology:** A minimum of 21 credits as follows: A ATM 200, A COM 100, 203, 265, A JRL 100, 200Z, and A ATM 490 (preferably taken as a TV internship) or A JRL 385 or A THR 343. Open only to ATM B.S. students.

**Business:** A minimum of 18 graduation credits as follows: B ACC 211; B ITM 215; A MAT 108 or A ECO 320; and any three of the following courses: B ACC 222, B FIN 300, B LAW 321, B MGT 341, B MKT 310, and B ITM 330.

Students majoring in criminal justice, economics, linguistics, mathematics, psychology, public affairs or sociology who complete a statistics course in the major may substitute either B LAW 200 or 220 for the statistics requirement in the business minor.

Students majoring in rhetoric and communication who complete A MAT 108 or B ITM 215 in their major may substitute either B LAW 200 or 220 in the Business minor. When both the statistics and computer requirements are involved, either B LAW 200 or 220 may substitute for statistics in the business minor and an

additional 300 level course listed as a course that can be taken in the minor may substitute for computer applications in the major.

Students majoring in any major where A MAT 108 is used in their major, may substitute either B LAW 200 or 220 in the business minor.

**Chemistry:** A minimum of 23 or 24 graduation credits as follows: A CHM 120 (or 130 or T CHM 130) and A CHM 121 (or 131 or T CHM131), 124, 125, 220, 221, 222, 223, 226 and 227 or 344, 250 and 251.

**Chinese Studies:** A minimum of 21 graduation credits of which 15 must be A EAC 102, 201, and 202. The remaining 6 credits may be earned from any A EAC or A EAS course except A EAC 101 and A EAS 220.

**Cognitive Science:** A minimum of 18 graduation credits, (9 credits or more of which must be in coursework at or above the 300 level and/or in courses requiring a prerequisite) to include: 3 courses from: I CEN/I CSI 201, A LIN 301, 321, A PHI 416, A PSY 365; and 3 courses from the following list: I CEN/I CSI 201, I CEN/I CSI 210, I CEN/I CSI 213, I CSI 101, 409; A LIN 301, 321, 322, 421, 422; A PHI 210, 332, 415, 416, 418, 422, 432; A PSY 210, 211, 365, 381, 382.

**Communication:** A minimum of 18 graduation credits from coursework with an A COM prefix including A COM 100, A COM 265, and 9 or more credits in coursework at or above the 300 level.

**Computer Science:** A minimum of 18-19 credits of which at least 12-13 must have an I CSI prefix. I CSI/I CEN 201 or a transfer equivalent (3-4 credits) must be included except if course is applied to another major or minor. I CSI/I CEN 213 and another 3 credits with an I CSI prefix and number 300 or above must be included. The remaining 6 credits can be in I CSI courses or in the Departmentally approved list of courses that cover details of either substantive applications of computing to other disciplines (such as B ITM 215), the internal operation of computer technologies (such as I CEN/A PHY 353 or I CEN/A PHY 454), or advanced and related theory (such as A MAT 326, 372, or A PHI 432). Consult the Department of Computer Science or the Undergraduate Advisors for the College of Engineering and Applied Sciences for further information and advisement.

I CSI/I CEN 201 and I CSI/I CEN 213 are intensive courses that emphasize computer programming. They are the introductions to Computer Science that comprise the

first two courses for CS majors. Suitable student choices of minor courses enable the Computer Science minor to be used either to help prepare for master's level computer science graduate study or to provide basic understanding plus breadth in the use and applications of computing technology.

**Creative Writing:** A minimum of 18 credits to include A ENG 102Z and A ENG 302W or 302Z; 3 additional credits with the A ENG prefix at the 200 level or higher; 3 credits from A ENG 306, A ENG 350, A ENG 402Z, or A ENG 450; 6 credits from A ENG 300-499 (excluding A ENG 390). Students may major in English and minor in Creative Writing, but no courses may count towards both.

**Criminal Justice Studies:** A minimum of 18 graduation credits (9 credits or more of which must be in coursework at or above the 300 level and/or in courses requiring a prerequisite) in coursework from among the following: any R CRJ or T CRJ courses; A SOC 203, 283, 380.

**Documentary Studies:** A minimum of 18 credits, which must include A DOC 251 (3 credits); a "Theory & History" course from the list outlined under the major (3 credits); two core "Skills" courses from the list outlined under the major (6 credits); A DOC 450 (4 credits); one elective (2-3 credits) from the "Electives" list outlined under the major.

**Economics:** A minimum of 18 graduation credits in coursework with an A ECO prefix as follows: A ECO 110, 111, and 12 additional credits at or above the 300 level.

**Educational Studies:** Students are required to complete a minimum of 18 credits of coursework offered by the School of Education. This includes a minimum of 12 credits at or above the 300 level. At least 3 credits of E EDU/E PSY 390 (Community Service) or the E CPY Middle Earth Sequence are required. No more than 6 credits may be fulfilled through E EDU/E PSY 390. To declare this minor, students must apply to the School of Education through the Pathways Into Education Center and must have at least sophomore status with a UAlbany cumulative GPA of 3.0 or better.

NOTE: Students may not double-count credits between the Minor in Educational Studies and the Minor in Leadership.

**Electronics:** A minimum of 20 graduation credits as follows: A PHY 140 or 142 or T PHY 141; A PHY 145; A PHY 150 or 152 or T PHY 151; A PHY 155, 240, A PHY/I CEN 415, A PHY 416, and A PHY/I CEN 353.

**Emergency Preparedness, Homeland Security and Cybersecurity:** A minimum of 18 graduation credits (9 or more of which must be in coursework at or above the 300 level) including:

*Core:* 12 credits from C EHC/R PAD 101; C EHC 242; C EHC/R PAD/R POS 343, C EHC/R PAD 344.

*Electives:* a minimum of 6 credits from A ATM 100, A ATM 103, A ATM 107, A ATM 200, A BIO 175, A ENV/A GEO 105, A GOG 290, A GOG 484, A USP 201, A USP 315Z, A USP/A GOG 430/430Z, A USP 456/A GOG 496, A USP 474, A USP 475, B FOR 100, B FOR 201, B FOR 202, B FOR 203, B FOR 204, B FOR 300, B FOR 410, B FOR 412, H SPH 201, H SPH 231, T SPH/T POS/R PAD 272, H SPH 321, H SPH/H EHS 323, H SPH 341, I CSI 124X or I INF 124X, I INF 202, I INF 203, I INF 301, I INF 306, I INF 307, I INF 407, I INF 428, I INF 452, I INF 453, I INF 454, I INF 455, I INF 496, R CRJ 201, R CRJ 202, R CRJ/A SOC 203, R CRJ 281, R CRJ 351, R CRJ 353/R POS 363, R CRJ 401, R CRJ 417, R CRJ 418, R POS/R PAD 140, T POS 260, T POS 261Y, R POS/R PAD 316, R POS 320, R POS/R PAD 321, R POS 336, R POS 360 and any coursework with a CEHC prefix or cross-listing prefix.

**English:** A minimum of 18 graduation credits from A ENG coursework, including A ENG 205Z and 9 or more credits at or above the 300 level (excluding A ENG 390).

**Film Studies:** A minimum of 18 graduation credits (9 or more of which must be in coursework at or above the 300 level and/or in courses requiring at least one prerequisite course) including A ARH 260 and 15 credits from the following: A ARH 261, 263, 264, 265, 266, 267, 269, 288, 289, 361, 362, 368, 369 (A ART 382), 380, 383 (A ART 383), 384 (A ART 384), 386, 460, 461 (A WSS 461), 462, 463, 464, 491; A COM 378\*, 386; A DOC 323 (A HIS 334), 335 (A HIS 335), 390\*, 406 (A HIS 406); A EAS 140; A ENG 243, 355, 412\*; A FRE 208, 238 (A ARH 238), 281, 315, 415; A HIS 390\*; A ITA 318; A JRL 410; A JST 225 (A HIS 225); A LCS 315; A MUS 340; A MUS 398\*, 428 (A THR 428, A ART 428); A POR 318 (A LCS 318); A RUS 280; A SPN 318 (A LCS 314), 418; A THR 230, 370 (A PHY 370), 450; A WSS 280, 361, R POS 206. (\*When topic focuses on film.)

**Financial Market Regulation:** A minimum of 21 graduation credits including B

ACC 211, B FIN/R PAD 236, B FIN 300, 333, 375, B FIN/R PAD 435, and either I CSI 105 or I CSI/I CEN 201. Appropriate substitutes are also acceptable with the approval of the Academic Program Advisor. Students wishing to declare the minor in Financial Market Regulation must have an overall grade point average at the University of at least 3.25 and completed the required lower-division (100-200 level) classes with at least a 3.0 average; these classes (B ACC 211; B FIN/R PAD 236; and I CSI 105 or I CSI/I CEN 201) must be taken on a graded (not S/U) basis. For additional details and information on applying for admission into the minor, see the Bachelor of Science in Interdisciplinary Studies with a faculty-initiated concentration in Financial Market Regulation under the School of Business.

**French:** A minimum of 18 graduation credits from coursework with an A FRE prefix above A FRE 101 including A FRE 341Z. No more than 3 credits of courses conducted in English may be used to satisfy the requirements of the minor. Students interested in declaring a French Studies minor are encouraged to meet with the coordinator of advisement for French Studies.

**Geography:** A minimum of 18 graduation credits (9 or more of which must be in coursework at or above the 300 level and/or in courses requiring at least one prerequisite course) from coursework with an A GOG prefix.

**Globalization Studies:** A minimum of 18 graduation credits (9 or more of which must be in coursework at or above the 300 level) including A GLO 103, A GOG/A GLO/A USP 225, and four additional courses, drawn from: A GLO 303/R POS 309, A GLO 402 or A GLO 403, and all courses listed in the Global Perspectives and Regional Foci categories approved for the major in Globalization Studies.

**Hebrew:** A minimum of 18 graduation credits in coursework with an A HEB prefix above the 102 level. Students who begin with A HEB 101 and/or 102 must complete 15 graduation credits above the 102 level. No more than 4 credits of A HEB 450 may be applied to the minor.

**History:** A minimum of 18 graduation credits (9 or more of which must be in coursework at or above the 300 level) in coursework with an A HIS prefix including no more than 12 credits from any one of the geographic areas of concentration listed in the Undergraduate Bulletin. A student may, on petition to the Director of Undergraduate Studies in the history

department, count toward the minor one relevant course of no more than 4 credits taken in a department other than history.

**Informatics:** A minimum of 18 graduation credits (9 or more of which must be in coursework at or above the 300 level and/or in courses requiring at least one prerequisite) including I INF 100; I INF 201; I INF 202; either I INF108 or I CSI/I CEN 201; and any two courses with prerequisites from one of the Informatics cognate options, as follows:

*General:* any two courses from among I CSI 203, 204, 205, 300, 410, I INF 203, 303, 304, 306, 308, 362, 403, 404, 470, 496, I IST 402, 433. *This option is open to students with any major EXCEPT the B.S. in Informatics.*

*Art:* any two courses from among A ART 244, 250, 280 (or A ARH 267), 281 (or A ARH 268), 282, 344, 348, 350, 381, 444, 446, and 450. *This option is only open to students with an Art major.*

*Communication:* any two courses from among A COM 369, 375, 377 and 465. *This option is only open to students with a Communication major.*

*Criminal Justice:* any two courses from among I INF 306, R CRJ 393, R CRJ 399 (GIS only), R CRJ 418, R CRJ 592 (only available to BA/MA students), A GOG 496, one of B FOR 201 or B FOR 202. *This option is only open to students with a Criminal Justice Major.*

*Economics:* any two courses from among A ECO 401, 427, 466, 480/580, A MAT 363, 369, A SOC 370, B ITM 322, 330. *This option is only open to students with an Economics major.*

*Emergency Preparedness, Homeland Security and Cybersecurity:* any two C EHC or I INF upper-division courses (or courses with prerequisites) from among existing Emergency Preparedness, Homeland Security and Cybersecurity concentrations, except any of the required courses for the INF minor. *This option is only open to students with an Emergency Preparedness, Homeland Security and Cybersecurity major.*

*Geography:* any two courses from among A GOG 106, 414, GOG 422, 484, 485, 496. *This option is only open to students with a Geography major.*

*Journalism:* any two courses from among A JRL 330, A JRL 363, A JRL 420, A DOC 442 (or A WSS 442), A JRL 460Z, A JRL 480Z, A JRL 487Z. *This option is only open to students with a Journalism major.*

*Sociology:* any two courses from among A SOC 270, A SOC 370, and selected sections of A SOC 420, A SOC 475, A SOC 481 as determined by department. *This option is only open to students with a Sociology major.*

*Computer Science:* A minimum of 18 graduation credits including I INF 100; I INF 201; I INF 202; either I CSI/I CEN 201 or INF 308; any two courses between I CSI 300 and I CSI 479 or between I INF 400 and I INF 496, excluding I INF 460 through I INF 469. *This option is only open to students with a Computer Science major.*

*Physics:* A minimum of 18 graduation credits including I INF 100; I INF 201; I INF 202; either I CSI/I CEN 201 or APHY 277; and either APHY 477 or A PHY 451 (or I CSI 451 or I INF 451) and either A PHY/I CEN 353 or A PHY 415. *This option is only open to students with a Physics major.*

**International Studies:** A minimum of 18 graduation credits (9 or more of which must be in coursework at or above the 300 level and/or in courses requiring at least one prerequisite course) following one of the tracks below.

*International Development Studies Track:* NOTE: No more than 9 credits with the same prefix or cross-listed prefix may be used in this track.

Required Core: A GLO 103, A GOG/A GLO 447

Electives, a minimum of 4 courses from the following list, at least 2 of which must be at the 300 level or above: A AFS/A GOG 270, A AFS/A HIS 286, A AFS/A HIS 287, A AFS 311, A AFS 322, A AFS/A HIS 386, A BIO 311/A GOG 310/U UNI 310, A ECO 330, A ECO 360, A ECO/A EAS 362, A GLO/A GOG/A USP 225, A GLO/A GOG/A USP 266, A GLO/A GOG 366, A GLO 410, A GLO 411, A GOG/A LCS 250, A GOG 344, A GOG/A LCS 354, A HIS 144, A HIS 158, A HIS/A EAS 177, A HIS 371, A HIS 373, A HIS/A LCS/A WSS 451, A LCS 203, A LCS 359, A LCS/A ECO 361, A LCS 374, A LCS 410, A PHI 355, A SOC 225/A LCS 225, A SOC 320, A WSS 308, A WSS 361, A WSS 412, A WSS/A LCS 430, H SPH 321, R POS/A LCS 349, R POS 351, R POS 353, R POS 355, R POS/A LCS 357, R POS 361, R POS 362, R POS 366/R PAD 364, R POS 367, R POS/A EAC 373, R POS 375, R POS 377, R POS 386, R POS/R PAD 395, R POS 474.

**Social and Cultural Area Studies Track:**

This Track is designed to enable a student who studies abroad on an approved SUNY Program, to combine 6-12 Study Abroad credits (prefix GINS) with 6-12 other credits, so as to focus on the cultures and language(s) of one foreign country or world region. The program of study for the track must be approved by Dr. Annette Richie, the Director of Global Academic Programs, Center for International Education and Global Strategy, and it should not duplicate the content or purpose of any existing minor or major at UAlbany. The courses taken at UAlbany should include at least two of the following, which provide an introduction to the study of culture, linguistics and society suitable to enhancing the understanding of a study abroad experience: A ANT 108, A ANT 220/A ENG 217/A LIN 220, A ANT/A LIN 321, A ANT/A LIN 322, A ANT/A LIN 325, A ANT 340, A ANT 390, A ANT 480, A SOC/A LCS 225, A LCS 410, A WSS/A AFS/A LCS 240, A WSS 308. The selection of courses for the track may also include foreign language or foreign area studies courses pertinent to the country or world region under study.

**Italian:** A minimum of 18 graduation credits from coursework with an A ITA prefix above A ITA 100, including A ITA 206, 207, 301Z.

**Japanese Studies:** A minimum of 21 graduation credits of which 15 must be A EAJ 102, 201, and 202. The remaining 6 credits may be earned from any A EAJ or A EAS course except A EAJ 101 and A EAS 220.

**Journalism:** A minimum of 18 graduation credits including A JRL 100, A JRL 200Z, A JRL 201Z, and 9 credits of electives from 300-level and 400-level courses. Only 3 credits of A JRL 495 (Internship) may apply to the minor.

**Judaic Studies:** A minimum of 18 graduation credits (9 or more of which must be in coursework at or above the 300 level) from coursework in the Judaic Studies Program or other relevant departments. No more than 4 credits from among A HEB 450 or A JST 450 or 490 may be applied to the minor.

**Korean Studies:** A minimum of 21 graduation credits of which 15 must be A EAK 102, 201, and 202. The remaining 6 credits may be earned from any A EAK or A EAS course except A EAK 101 and A EAS 220.

**Latin American and Caribbean Studies:**

A minimum of 18 graduation credits (9 or more of which must be in coursework at or above the 300 level) to include: A LCS 100; A LCS 150, 201 or 302; A LCS 102 or 269; and 9 additional credits in coursework with an A LCS prefix.

**Leadership:** A minimum of 18 graduation credits including:

*Required Courses:* 9 credits to include: E APS 202; R PAD 329/R POS 329 or E PSY 411; E APS 350/A GLO 350 or E APS 370.

*Support Courses:* 9 credits with 3 credits at or above the 300 level (only 3 credits may be experiential and cannot fulfill the upper division requirement) including: A COM 201, 204, 212, 304, 369, A PHI 114, A SOC 326/A WSS 326, A SOC 342, A WSS 100, 101, 202, 240, C EHC 389/H SPH 389, C EHC 455/R PAD 455, E APS 120, 201, 300, 301, 400, E CPY 301, E PSY 411, H SPH 341, 343.

*Experiential Courses* include: E APS 390, 456, 457, E CPY 302, 303, 311, 312, 400, 406.

NOTE: Students may not double-count credits between the Minor in Educational Studies and the Minor in Leadership.

**Lesbian, Gay, Bisexual, Transgender and Queer Studies:**

A minimum of 18 graduation credits to include A WSS 202, A WSS 240, A SOC 362/A WSS 363; and 9 credits from the following, of which 6 credits should be at the 300-level or higher: A WSS 101, A ENG 240, A WSS/A SOC 262, A WSS/R POS 333, A WSS/R POS 346, A WSS/A ENG 362, A WSS 401, A WSS 412, A WSS/A ENG 416, A WSS 497, and (with approval of Minor Director) A WSS 397 or A WSS 492.

**Library and Information Science:** A minimum of 18 graduation credits including I CSI 105; I INF 201; I IST 523; I IST 601; I IST 602, and one additional I IST course at the 500 level or above. The minor is open only to students in the combined Bachelor's/Master's program in the Department of Information Science.

**Linguistics:** A minimum of 18 graduation credits, including A LIN 220, A LIN 321 or 322 and 6 additional credits in courses with an A LIN prefix. (A LIN 289 may not be used to satisfy the requirements for the minor.) The remaining credits may be selected from courses with an A LIN prefix or from the following courses which are approved electives within the linguistics major: A ANT 424; A CLC 125; A COM

373, 465; one of I CSI 101, I CSI/CEN 201 or I CSI/CEN 213; A ENG 311; A FRE 306, 406, 450, A PHI 210, 332, 415, 432; A POR 402, A PSY 365, 381; A SPN 401, 402, 405; one of A PSY 210, A MAT 108 or A SOC 221.

**Mathematics:** A minimum of 18 graduation credits in courses with an A MAT prefix numbered 108 or higher. These credits must include a minimum of 12 credits at or above the 200 level.

**Medical Anthropology:** A minimum of 18 graduation credits (9 or more of which must be in coursework at or above the 300 level and/or in courses requiring at least one prerequisite course) as follows: A ANT 108 and 211; at least 3 credits from the series A ANT 340, 361, 364, 365, 381, 450; at least 3 credits from the series A ANT 119, 311, 319, 414, 415, 418, 441; the remaining 6 credits may be taken from any of the preceding courses as well as from the following additional courses: A BIO 117, 209, 308, A SOC 359.

**Medieval and Renaissance Studies:** A minimum of 18 graduation credits (9 or more of which must be in coursework at or above the 300 level and/or in courses requiring at least one prerequisite course) including 3 credits from History courses, 3 credits from Literature and Philosophy courses, 3 credits from Art and Music courses. The remaining 9 credits are to be selected from any of the approved courses listed below.

*Core Courses:* A ARH 331, 342; A ENG 330, 331, 332; A HIS 235, 336, 337, 338, 339, 346; A PHI 311.

*Art and Music Elective Courses:* A ARH 230, 303, 332, 442, 499 (approval required); A MUS 230, 287 (approval required).

*History Elective Courses:* A HIS 336, 337, 391 (approval required), 463.

*Literatures and Cultures Courses:* A ENG 341, 342, 346 (replaces 344 and 345), 348, other English topics courses, as appropriate (approval required); A FRE 202 (approval required), 455 (approval required; taught in French); A ITA 315, 441; A SPN 311, A SPN 482.

*Philosophy Courses:* A PHI 311, 312.

*Global Perspectives:* A EAC 471, A EAS 478.

**Music:** A minimum of 19 graduation credits to include A MUS 100; A MUS 110 or A MUS 245; A MUS 301 (formerly A MUS 231); 3 electives with an A MUS prefix at the 300-level or above or courses having at

least one prerequisite, not to include lessons or ensembles; and one semester of ensemble chosen from 180, 181, 182, 183, 184, 185, 186, 187, or 287.

**Neuroscience:** A minimum of 21 graduation credits to include 18 credits from A PSY 101, 214, A BIO 120 or A BIO 131, 121 or 130, 341, A BIO/A PSY 490; and 3 credits from A PSY 314, 387, 388, A BIO 441.

**Organizational Studies:** A minimum of 18 graduation credits selected from the following courses: A COM 369, A ECO 370, A PSY 341, 450, A SOC 342, 357, 450Z, 494, R PAD 302, R PAD 303, R PAD/R POS 329. A student may petition the director of the minor program to take a course not listed. Note: each of these courses has prerequisites.

**Philosophy:** A minimum of 18 graduation credits (9 or more of which must be in coursework at or above the 300 level and/or in courses requiring at least one prerequisite course) from coursework with an A PHI prefix, including at least two of the following: A PHI 110 or 111, 210, 212, 310, 312.

**Physics:** A minimum of 18 graduation credits as follows: A PHY 140 or 142 or T PHY 141; A PHY 150 or 152 or T PHY 151; A PHY 240 and 250; and at least two courses with an A PHY prefix at the 300 level or above.

**Political Science:** A minimum of 18 graduation credits (9 or more of which must be in coursework at or above the 300 level and/or in courses requiring at least one prerequisite course) from coursework with an R POS prefix, including R POS 101.

**Portuguese:** A minimum of 18 graduation credits from coursework with an A POR prefix.

**Psychology:** A minimum of 18 graduation credits (9 or more of which must be in coursework at or above the 300 level and/or in courses requiring at least one prerequisite course) from coursework with an A PSY prefix, including A PSY 101 or 102.

**Public Health:** A minimum of 18 graduation credits as follows: 12 credits from the following core courses: H SPH 201; H SPH 321, H SPH 341 and H SPH 342; one course chosen from the following: A PHI 115, H SPH 202, H SPH/H HPM 310; and one course chosen from the following: H SPH 231, A ANT 418.

**Public Policy:** A minimum of 18 credits including A ECO 110, R PAD 140, R PAD 302, R PAD 316, R POS 101, and

one 300-level elective in Public Administration and Policy. Students whose major requires A ECO 110 or R POS 101 must substitute an additional elective in Public Administration and Policy. Students who have taken a different 300-level course in statistics may waive R PAD 316, but must then take an additional 300-level elective in Public Administration and Policy.

**Religious Studies:** A minimum of 18 credits (9 or more of which must be at or above the 300 level) from coursework with a A REL prefix, including A REL 100, or from coursework cross listed with coursework with a A REL prefix, or from the following courses: A ARH 205, A ANT/A LCS 233, A ANT 363, A AFS 341, A PHI 214, A PHI 322.

**Rhetoric and Communication:** See *Communication*

**Russian:** A minimum of 18 graduation credits in courses with A RUS prefix as advised with at least 9 credits in coursework at the 300 level or above and/or in courses requiring at least one prerequisite course. Courses with direct relevance to Russian studies completed in Study Abroad programs and in History, Political Science, and other Arts and Sciences departments may be approved by the director of the Russian minor.

**Russian and Eastern European Studies:** A minimum of 18 graduation credits from among the following with no more than 6 credits from any one prefix: A HIS 352, 353, 354, 355; A RUS 161, 162, 251, 252, 253; R POS 354, 356, 452Z.

**Sociology:** A minimum of 18 graduation credits (9 or more of which must be in coursework at or above the 300 level) from coursework with an A SOC prefix, including A SOC 115.

**Spanish:** A minimum of 18 graduation credits from coursework with an A SPN prefix above A SPN 200, including A SPN 303 (formerly A SPN 496), A SPN 310 (formerly A SPN 223), and one A SPN 300 level elective.

**Statistics:** A minimum of 18 graduation credits in courses with an A MAT prefix numbered 105 or above, including either (1) A MAT 362, 363, and 369 or (2) A MAT 367, 467, and 468. NOTE: This minor is not open to students with a major in Mathematics.

**Sustainability:** A minimum of 18 graduation credits (9 of which must be in coursework at or above the 300 level), including at least 3 credits in each of 3 categories:

(i) Natural/Physical Sciences: A ATM 304, A BIO 102, A BIO 120, A BIO 222, A BIO 311, A BIO 327, A BIO 427, A ENV 105, A ENV 450, A GOG 201.

(ii) Social Sciences/Humanities: A ANT 334, A ANT 414, A ECO 110, A GLO 103, A GOG 344, A GOG 350, A HIS 276, A HIS 277, A HIS 317, A HIS 329, A HIS 407, A WSS 430Z.

(iii) Planning: A ECO 385, A GOG/A USP 125, A GOG/A USP 220, A GOG/A USP 225, A GOG/A USP 430, A PHI 365, A USP 201, A USP 432.

**Theatre:** A minimum of 18 graduation credits from coursework with an A THR prefix, 9 or more of which must be in coursework at or above the 300 level. Internship credits (A THR 390 and 490) may not be used to satisfy minor requirements. Students are urged to seek departmental advisement in planning their minors and in selecting courses. General suggestions for planning a minor follow:

Students interested in theatrical production — performance/design/technology/management — are encouraged to choose from A THR 120, 135, 240, 314, 340, and 370; those with a particular interest in literature, history and theory should consider A THR 457; and for all minors, A THR 121 and 300 are recommended.

**Urban Studies and Planning:** A minimum of 18 graduation credits (9 or more of which must be in coursework at or above the 300 level) as follows: A USP/A GOG 125, A USP/A GOG 220 or A USP 201, and A USP/A GOG/A GLO 225; and 3 courses from A ANT 334, 372; A ECO 341, 356; A GOG/A EAS/A LCS 321, A GOG/A USP 324, 330, 480, A GOG 496/A USP 456; A HIS 303, 317, 318; A USP 315, 320, 425, 426, 430, 432, 436, 437, 443, 449, 451, 452, 474, 475, 476, 485, 490, 497; A SOC 373, 473; R POS/R PAD 321, R POS 323, R POS 424.

**U.S. Latino Studies:** A minimum of 18 required credits in LCS courses. At least 9 of these credits should be at the 300 level or above. 9 credits to include the following courses: A LCS 100, 201, and 269; 9 additional credits from the following courses: A LCS 318, 357, 359, 374, 402, 415, and 475, or any other appropriate LCS courses as advised.

**Women's, Gender and Sexuality Studies:** A minimum of 18 graduation credits (9 or more of which must be in coursework



at or above the 300 level), including A WSS 100 or A WSS 101 or A WSS 240. In addition to A WSS prefix courses, any course cross-listed with A WSS (from Africana Studies, Anthropology, Art, Classics, East Asian Studies, English, Judaic Studies, Latin American, Caribbean, and U.S. Latino Studies, Music, Philosophy, Political Science, or Sociology) will count towards the requirement, as will A HIS 256 and A HIS 293. Special Topics courses in other departments that focus on women's issues are also acceptable with the approval of the Chair of the Women's, Gender, and Sexuality Studies Department or when offered as A WSS 299, 399, 497, or 498.

## General Education Program

**The General Education Program requirements effective with this 2018-2019 Undergraduate Bulletin apply to all students matriculating in Fall 2018. This includes students mastering General Education Academic Competencies of Advanced Writing, Oral Discourse, Information Literacy, and Critical Thinking through the completion of their declared majors. Continuing students who matriculated prior to Fall 2018 may follow similar but modified requirements.**

**For complete details on the General Education Program, see the General Education website: <http://www.albany.edu/generaleducation>.**

The General Education Program at the University at Albany proposes a set of knowledge areas, perspectives, and competencies considered by the University to be central to the intellectual development of every undergraduate.

The General Education Program is intended to provide students with a foundation that prepares them for continued work within their chosen major and minor fields, and gives them the intellectual habits that will enable them to become lifelong learners. Courses within the program are designed not only to enhance students' knowledge, but to provide them as well with new ways of thinking and with the ability to engage in critical analysis and creative activity.

The characteristics of and the rationale and goals for the specific requirements of the General Education Program are discussed in greater detail below.

## Characteristics of General Education Courses

The General Education Program as a whole has the following characteristics. Different courses within the Program emphasize different characteristics.

*General education offers explicit understandings of the procedures and practices of disciplines and interdisciplinary fields.*

*General education provides multiple perspectives on the subject matter, reflecting the intellectual and cultural diversity within and beyond the University.*

*General education emphasizes active learning in an engaged environment that enables students to become producers as well as consumers of knowledge.*

*General education promotes critical thinking about the assumptions, goals, and methods of various fields of academic study, and the interpretive, analytic, and evaluative competencies central to intellectual development.*

## Requirements of the program for students matriculating Fall 2014 and thereafter:

### 1) A minimum of 30 credits of coursework in the following areas:

Math and Statistics	1 course
Writing and Critical Inquiry*	1 course
Arts**	1 course
Humanities**	1 course
Natural Sciences	1 course
Social Sciences	1 course
U.S. History	1 course
International Perspectives	1 course
Foreign Languages	1 course
Challenges for the 21st Century	1 course

*\*Writing and Critical Inquiry course must be completed with a grade of C or better or S.*

*\*\*No single course can be used to satisfy BOTH the Humanities and the Arts requirement.*

### 2) Academic Competencies of Advanced Writing, Oral Discourse, Information Literacy, and Critical Thinking through completion of a major.

## Course Selection

While the majority of General Education courses are at the 100 and 200 level, the General Education Program at the University at Albany can extend throughout the four years of undergraduate study. Indeed, certain requirements may be more appropriately completed during the junior and senior years. Students who are required to take Writing and Critical Inquiry are expected to do so within the first two semesters of study.

Students may not use the same course to fulfill both the Arts and the Humanities categories. Otherwise, if a course fulfills more than one category, students may use the course to fulfill all of those categories. Although such "double counting" may reduce the number of courses needed to fulfill General Education, to graduate from the University, each student must have satisfactorily completed *a minimum of thirty (30) graduation credits* in courses designated as General Education requirements. If a course fulfilling a General Education category also meets a major or minor requirement, there is no prohibition against counting the course toward General Education and the major or minor.

## Overview of the General Education Categories

The General Education Program is designed to provide students with a set of skills essential both for academic success and for becoming effective citizens in the 21<sup>st</sup> century. Among these skills, Writing and Critical Thinking as well as Mathematics and Statistics are considered to be important foundations for other areas of students' academic success.

The humanities and arts, natural sciences, and social sciences are commonly considered to be the core of a liberal arts education. Courses in these categories are designed to familiarize students with the objectives, assumptions, subject matters, methods, and boundaries of knowledge organized in terms of academic disciplines. The requirements seek to introduce students to a broad range of disciplinary and interdisciplinary perspectives and areas of knowledge.

Equally central to a liberal arts education is an understanding of history — the recognition that the world we inhabit today had its origins in and has been shaped by the events of the past, and that to understand our current situation we must try as best we can to understand the past. Of similar importance is an understanding of the origins, development and significance of human cultures, and the recognition of cultural distinctiveness and multiplicity. Courses in the categories of U.S. History and International Perspectives are designed to increase students' understanding of the history of this nation (U.S.), of its cultural diversity, of histories and cultures that have played a major role in the development of the U.S., and of cultures and histories beyond those of the U.S. Courses in the Challenges for the 21<sup>st</sup> Century category address the

historical roots and contemporary manifestations of challenges that lie ahead as students move into the world beyond the University at Albany.

The Foreign Language requirement is also designed to enhance students' global awareness and to expand their knowledge of different cultures.

## Definition of General Education Categories

**Mathematics and Statistics:** Approved courses introduce students to or extend their knowledge of precalculus, calculus, discrete mathematics, probability, statistics and/or data analysis. Courses may be offered in the Department of Mathematics and Statistics and in other departments that have expertise in quantitative reasoning and data analysis and that offer appropriate courses, particularly in statistics or discrete structures.

A student who has achieved a score of 85 or above on the Regents "Math B" Exam (former "Mathematics Course III" Exam) or on a recognized standardized examination indicating readiness to enter precalculus will be considered to have fulfilled this requirement.

**Writing and Critical Inquiry:** The Writing and Critical Inquiry (WCI) Program introduces students to intellectual inquiry at the university with a focus on academic writing. Students must complete U NI 110 (or approved equivalent A ENG 110) with a grade of C or better or S by the end of their second semester at the University at Albany. The seminar is devoted to rigorous practice in writing as a discipline itself and as an essential form of inquiry in postsecondary education. It reflects the importance of writing as a vehicle for learning and a means of expression. It also emphasizes the essential role of writing in students' lives as citizens, workers, and productive members of their communities.

Based on established principles of rhetorical theory, Writing and Critical Inquiry provides students opportunities for sustained practice in writing so that students gain a deeper understanding of writing as a mode of inquiry and develop their ability to negotiate varied writing and reading tasks in different academic and non-academic contexts. Through rigorous assignments that emphasize analysis and argument, students learn to engage in writing as an integral part of critical inquiry in college-level study, become familiar with the conventions of academic discourse, and sharpen their skills as researchers, while improving

their command of the mechanics of prose composition. WCI also helps students develop competence in the uses of digital technologies as an essential 21<sup>st</sup> century skill for inquiry and communication. For additional information, visit: <http://www.albany.edu/wci>.

Students will also meet advanced writing requirements as established by the department or program within which they are enrolled as a major.

**The Arts:** Approved courses provide instruction in or about a medium of creative expression. Courses may focus on the physical practice and techniques of the medium, on its critical and theoretical interpretation, on its historical development, or on a combination of these approaches. Courses explicate the methods used to study and critique the medium as a vital element of personal or cultural expression and exchange.

Approved courses generally fall into one of five categories:

1. introductions to the disciplines
2. introductions to subfields in the disciplines
3. courses on the physical practice of a medium (studio art, creative writing, music composition or performance, dance, and theatre acting, directing or stagecraft)
4. instructional courses on the skills and methods required and their critical evaluation
5. courses focused upon performance

**Humanities:** Approved courses are concerned with defining and disputing that which is understood to be quintessentially "human:" studying language, texts, thought, and culture; their definition, interpretation, and historical development; and their reflection of human values, beliefs, and traditions. Courses in a variety of disciplines explicate the underlying assumptions, methods of study, practices, theories, and disputes appropriate to those disciplines.

Approved courses generally fall into one of three categories:

1. introductions to basic materials and methods in the disciplines
2. introductions to subfields or groupings of materials in the disciplines
3. literature and culture courses taught in a foreign language higher than the third- semester level

**Natural Sciences:** Approved courses show how understandings of natural phenomena are obtained using the scientific method, including data collection, hypothesis development, employment of mathematical analysis, and critical evaluation of evidence. Courses provide an overview of major principles and concepts underpinning a discipline's current base of knowledge and discuss major topics at the current frontiers of disciplinary knowledge. Courses show how answers to fundamental questions in science can change the world in which we live and often explore how social issues can influence scientific research. Opportunities for scientific inquiry within laboratory and/or field settings may be provided.

Approved courses generally fall into one of three categories:

1. introductions to scientific disciplines, designed for majors, non-majors, or both
2. introductions to disciplinary subfields, designed for majors, non-majors, or both
3. courses open to majors and non-majors on broad topics that are addressed by one or more scientific disciplines and which may focus on the application of science to practical issues

**Social Sciences:** Approved courses provide theory and instruction on the role of institutions, groups and individuals in society. The focus of these courses is on the interaction of social, economic, political, geographic, linguistic, religious, and/or cultural factors, with emphasis on the ways humans understand the complex nature of their existence. Courses include discussion of skills and practices used by the social sciences: data collection, hypothesis development, employment of mathematical analysis, and critical evaluation of evidence. Opportunities to experience social science methods in the field may be provided.

Approved courses generally fall into one of three categories:

1. introductions to the various disciplines of the social sciences
2. introductions to disciplinary subfields, designed for majors, non-majors, or both
3. courses open to majors and non-majors on broad topics that are addressed by one or more social scientific disciplines

**U.S. History:** Approved courses focus on specific narratives or themes in the historical unfolding of the United States, including political, economic, social, cultural

and/or intellectual dimensions. All courses will feature an explicitly historical organization; deal with topics of national, as opposed to regional or local, import; and consider a topic of sufficient specificity for the course to be coherent, but over a period long enough to ensure that the historical dynamic is clearly visible. Students should acquire knowledge of substance and methods for comprehending the narratives or themes presented.

Certain of these courses will balance topical focus and chronological breadth. A student who has achieved a score of 85 or above on the Regents Examination in “United States History and Government” will be considered to have fulfilled the chronological breadth criterion. Therefore, such a student has the choice of fulfilling the requirement by completing a course chosen from the basic list (Part 1 U.S. History) available to all students or from a list of more specialized courses (Part 2 U.S. History). All other students must complete a Part 1 U.S. History course. The more specialized courses cover to some extent knowledge of common institutions in American society and how they have affected different groups, provide an understanding of America’s evolving relationship with the rest of the world, and deal substantially with issues of American history.

**International Perspectives:** Approved courses and study abroad programs develop students’ understanding of the history, cultures and/or traditions of any region, nation, or society beyond the United States. Students must fulfill this requirement in one of two ways:

1. participating in a study abroad program that earns University at Albany academic credit
2. taking a course that meets the learning objectives (this includes courses taught in a foreign language beyond the elementary level that addresses histories, institutions, economies, societies, and cultures beyond those of the United States)

**Foreign Language:** One course of at least 3 credits in a language other than English. This requirement is also considered satisfied for students who have

- demonstrated competency in a language other than English, including languages not currently offered for formal instruction at this university or
- passed a Regents “Checkpoint B” Examination or a Regents-approved equivalent in a foreign language, with a score of 85 or above or

- completed three or more years of a foreign language in high school with a course grade in the third year of 85, or B, or better or
- earned a score of 530 or better on an SAT II Subject Test in a foreign language

**Challenges for the 21<sup>st</sup> Century:** This category is specific to UAlbany. Since it is a “local” requirement, even students who have completed all their general education courses at another SUNY college/university, or have completed their A.A. or A.S. at another SUNY campus, must complete 3 credits in this local UAlbany category.

Approved courses in the category of *Challenges for the 21<sup>st</sup> Century* address a variety of issues focusing on challenges and opportunities in such areas as cultural diversity and pluralism, science and technology, social interaction, ethics, global citizenship, and others, and may include interdisciplinary approaches. Courses in this category will be expected to address the historical roots and contemporary manifestations of challenges that lie ahead as students move into the world beyond the University at Albany.

## Transfer Course Policies

Transfer students who have earned an Associate of Arts (A.A.) or an Associate of Science (A.S.) degree from a SUNY state-operated campus or SUNY community college shall be considered to have completed all SUNY-wide General Education requirements at UAlbany. The “Challenges for the 21<sup>st</sup> Century” requirement will not be waived by an A.A. or A.S. degree.

In accordance with the Trustees’ policies, if a student from a SUNY state-operated campus or SUNY community college has fulfilled, as determined by the policies of the other SUNY campus, one or more of the Trustees-mandated general educational categories, the University at Albany will also consider the student to have fulfilled that category or those categories. This is true even if 1) Albany requires more credits or courses for the given category; 2) the requirement is fulfilled by a course whose Albany equivalent does not fulfill the same requirement; 3) the student received a non-transferable but minimally passing grade in the course; 4) due to limits on total transferable credits, the student is unable to include that course among those transferred to Albany; 5) the student was waived from the requirement based on high school achievement or other standards different from those employed by Albany; or 6) the student was covered by a blanket waiver of the requirement by the SUNY Provost because the other SUNY

campus was not yet able to implement the given requirement.

The same principle of reciprocity should apply to students who transfer from non-SUNY schools. If a course approved for transfer from a non-SUNY school is deemed to be equivalent to a University at Albany course that meets a general education requirement, the student shall be considered to have fulfilled the Albany general education category represented by that course. This is true even if 1) Albany requires more credits or courses for the given category; 2) the student receives a non-transferable but minimally passing grade in the course; or 3) due to limits on total transferable credits, the student is unable to include that course among those transferred to Albany.

Students may present credit for courses the University deems equivalent to these requirements, but for the transfer course to fulfill the Writing and Critical Inquiry requirement it must be completed with a grade of C or better, or a grade of S. Transferable English composition classes taught through university in the high school programs or in advanced placement courses will not satisfy the Writing and Critical Inquiry requirement.

Students who feel they have not been appropriately accorded General Education equivalence for any given course or courses are encouraged to consult with their academic advisor. If the academic advisor determines that the student has not been awarded appropriate equivalency, the student or the advisor may then appeal the decision through established procedures. Students who believe their transfer work or academic circumstances may justify a waiver or substitution for part of the general education requirements may appeal to the General Education Committee through the Office of the Vice Provost for Undergraduate Education (LC 30). For information on appealing how transfer work has been applied to the General Education requirements, see “Transfer Credit Appeals” at [http://www.albany.edu/transfer\\_students](http://www.albany.edu/transfer_students).

**Transfer Credit D Grades:** Except for the University’s Writing and Critical Inquiry requirements, for which a grade equivalent to C or higher is required, either pre- or postmatriculation transfer work graded D+, D or D– in a course that applies to one or more of the University’s General Education requirements may be applied toward fulfilling the requirements, even if the student receives no graduation credit for the course.

## Administration of the Program

The Office of the Vice Provost and Dean for Undergraduate Education is responsible for the administration of the program, including interpretation of legislation, assessing the number of seats required and communicating that information to Deans, evaluation of courses, faculty development and program assessment. The Office of the Vice Provost and Dean for Undergraduate Education shall also have the explicit authority to grant waivers and make appropriate substitutions for individual students, and to decertify courses that do not meet the program's standards. The Vice Provost shall have sufficient material and human resources to meet these responsibilities.

The General Education Committee is a subcommittee of the Undergraduate Academic Council (UAC). This Committee is responsible for the administration of the General Education Program. Its composition is determined by the University Senate.

Course proposals originate in departments or programs, pass through college and school curriculum committees where appropriate, and are reviewed by the General Education Committee. It is the responsibility of the Vice Provost and Dean for Undergraduate Education and of the General Education Committee to ensure that course proposals meet the values and criteria of the General Education Program. Proposals for new and revised general education courses must be approved by the General Education Committee and the Undergraduate Academic Council of the University Senate.

The General Education Committee will review approved courses on a regular cycle of three years. At the end of the review process, the committee will continue the course for another three-year cycle, suggest revisions necessary for its continuance, or designate the course to be discontinued as a general education course, effective at the end of the spring term of the next academic year. Any decision to discontinue a course must provide sufficient opportunity for appeal and revision.

The General Education Advisory Board is advisory to the General Education Committee of the UAC. Its purpose is to ensure that the principles and practices of the General Education program are well understood by all stakeholders, and that all concerned parties understand that General Education courses are an integral part of undergraduate work. In this context, the Board is responsible for soliciting student input on an ongoing basis about desirable

General Education courses, and work with deans and department chairs to find support for faculty to design and teach such courses. In addition, the General Education Advisory Board will work with major departments and the General Education Assessment Committee to develop a structure or process by which departments will verify how students acquire competencies in critical thinking, oral and written communication, and information literacy within the framework of majors. The General Education Advisory Board's members are approved by a majority vote of the Undergraduate Academic Council.

## General Education Courses

The most up-to-date information on courses approved for General Education categories can be found on the General Education website's "General Education Lookup" page:

[www.albany.edu/generaleducation/course\\_lookup.php](http://www.albany.edu/generaleducation/course_lookup.php)

On MyUAlbany, the "Search Class Schedules" capability also allows students to search for courses in a term that fulfill one or more of these General Education categories. This same search capability exists from the University's homepage to find courses that meet one or more of the General Education requirements:

[www.albany.edu/registrar/schedule\\_of\\_classes.html](http://www.albany.edu/registrar/schedule_of_classes.html)

*Course suffixes T, U, V, W, X, Y, Z:*

Suffixes may be used to designate courses designed to meet competencies within the major in oral discourse, information literacy, and advanced writing. Students should note that the General Education Look-up page indicates only whether a course has been approved to be offered in certain categories. When the suffix is attached to the course offering in the Schedule of Classes, the General Education content of the course is included in that specific course offering.

*For students who matriculated prior to Fall 2013 and are required to take an Information Literacy course:* a section will fulfill the Information Literacy requirement if the course number ends in the suffix T, U, V, or X.

*For students who matriculated prior to Fall 2013 and are required to take a Writing Intensive course:* a section will fulfill the Writing Intensive requirement if the course number ends in the suffix T, V, W, or Z. U UNI 110 and A ENG 110 will also meet the requirement.

## Honors and Awards

### Departmental/Major Honors Programs

In an effort to provide challenging and alternative curricular options to its best undergraduates, the University encourages its academic departments and programs to offer high quality honors programs. The main focus of the honors degree is the honors project, which is conceived as an original piece of written research or a creative project submitted in the senior year. Currently, honors programs exist in the following majors: actuarial & mathematical sciences, Africana studies, anthropology, art, art history, atmospheric science, biology, biochemistry and molecular biology (interdisciplinary), chemistry, Chinese studies, computer science (both B.S. programs), criminal justice, documentary studies (interdisciplinary), East Asian studies, economics, English, environmental science (interdisciplinary), geography, history, Japanese studies, journalism, Latin American studies, linguistics, mathematics, Medieval and Renaissance studies (interdisciplinary), philosophy, physics, political science, psychology, public policy, rhetoric and communication, sociology, Spanish, and women's, gender and sexuality studies. Descriptions of these programs may be found under the academic unit offering the program.

### Degree with Honors

University-wide Latin honors are conferred at graduation. A student will be graduated:

- *Cum Laude* with an average equal to or greater than 3.25 but less than 3.50
- *Magna Cum Laude* with an average equal to or greater than 3.50 but less than 3.75
- *Summa Cum Laude* with an average equal to or greater than 3.75

*Latin Honors Residence Criteria:* For graduation with honors, students must have completed a minimum of 56 credits in courses for which they registered at this University, including a minimum of 40 University at Albany credits graded on the A-E basis.

*Grade Changes after Graduation Affecting Honors:* Students who have received a change of grade following graduation may appeal for graduation with honors through the Registrar's Office.

## Dean's List

A full-time student shall be placed on the Dean's List of Distinguished Students for a particular semester if the following conditions are met:

*Within the award semester, matriculated students must have completed at UAlbany a minimum of 12 graduation credits in courses graded A–E, with no grade lower than a C, and with no incomplete (I) grades.*

Once an incomplete grade has been changed to a grade not lower than a C, the student may file an appeal for inclusion on the Dean's List with the Committee on Academic Standing of the Undergraduate Academic Council. For a student's first matriculated semester at the University, the student's semester average must be 3.25 or higher; for all other students, the semester average must be 3.50 or higher.

## Dean's Commendation for Part-Time Students

A part-time student shall receive the Dean's Commendation for Part-Time Students for a particular semester if the following conditions are met:

*Within the award semester, matriculated students must have completed at UAlbany a minimum of 6 graduation credits in courses graded A–E, with no grade lower than a C, and with no incomplete (I) grades.*

Once an incomplete grade has been changed to a grade not lower than a C, the student may file an appeal for inclusion on the Dean's Commendation for Part-Time Students with the Committee on Academic Standing of the Undergraduate Academic Council. For a student's first matriculated semester at the University, the student's semester average must be 3.25 or higher; for all other students, the semester average must be 3.50 or higher.

## Chancellor's Award for Student Excellence

Undergraduate and graduate students are nominated for this distinction by each college and university in the State University of New York system. The award is presented by the Chancellor to students who have demonstrated outstanding academic achievement and have received national or international recognition for their efforts. Recipients of this high honor have typically distinguished themselves in their academic work and in a variety of other domains including athletics, service, publication, conference presentation, or artistic performance.

## Presidential Undergraduate Award for Research

The Presidential Undergraduate Award for Research was established to encourage undergraduate research and scholarship and to recognize the high quality of work being conducted by undergraduate students at the University at Albany. Juniors and seniors who demonstrate outstanding scholastic ability, and who are enrolled full-time are eligible for the award. Applicants must submit a paper or project in their major field of study, which originated in an upper-level course or independent study under the direction of a UAlbany faculty member. The project or paper must be initiated and completed within a time-frame (usually from May of one year to May of the following year). For full information, please refer to <http://www.albany.edu/research/32480.php>.

## Presidential Honors Society

The Presidential Honors Society is unique to the University at Albany. The PHS has a strong service focus and seeks to "create a true honor society through service to the campus and community that brings prestige to the University, the individual, the organization and its members."

## President's Award for Leadership

These honors recognize and reward undergraduate/graduate students and organizations that have made significant contributions to enhance the quality of life at the University at Albany. Recipients will have demonstrated a variety of accomplishments including extraordinary leadership, service, academic achievement, and involvement with the University community.

## National Honoraries and Honor Societies

### Chi Alpha Epsilon

Chi Alpha Epsilon is the official honor society of the Educational Opportunities Program (EOP), C-Step, and Project Excel.

### National Society of Collegiate Scholars

Membership is offered to first and second year college students with outstanding academic achievement. NSCS offers students access to scholarships, community service, career resources and leadership opportunities. NSCS also provides students with a network of other members and alumni on their campus and across the country.

NSCS invites students who have achieved a cumulative 3.4 GPA in their first or second year class on their campus to join as lifetime members.

## Omicron Delta Kappa

Omicron Delta Kappa, the National Leadership Honor Society, organizes students, staff, and faculty who, while excelling in their academic and professional work, have contributed in special ways to the University at Albany. The society recognizes leaders in the areas of scholarship, athletics, college and community service, social and religious activities, campus government, journalism, speech and the mass media, and the creative and performing arts.

## Phi Beta Kappa

Students compiling a distinguished academic record at the University at Albany, State University of New York may be elected members of the venerable (founded 1776) honorary society, Phi Beta Kappa, in their senior year, or, if they do exceptionally well, in their junior year. To be considered for election, students must have the following:

- A major in the liberal arts and sciences, with not fewer than 90 credits of liberal work among the 120 credits needed for graduation
- Completed at least 3 full semesters of work, or 45 credits, in residence at this University and be pursuing a program toward graduation

Consideration will be given to courses of a liberal nature, even though they may be offered outside the College of Arts and Sciences. Students pursuing a double major with courses combined from such fields as business, social welfare, or other professional schools may be considered for election in their senior year, if their course work includes at least 90 credits in the liberal arts and sciences.

The breadth of a student's program is important, as shown by the number and variety of courses taken outside the major. Students are expected to have completed at least a minimum of courses in natural science (6 credits); mathematics (3 credits; courses in statistics or with a CSI prefix qualify); social and behavioral sciences (6 credits); humanities and fine arts (6 credits); foreign language (6 credits, or at least 3 credits above the introductory course; courses offered in English by foreign language programs do NOT qualify, nor does Regents equivalency). Credits earned through AP, University in the High School program coursework, or examinations can

satisfy the requirements. Students must achieve a minimum GPA of 3.60, including grades for transfer credit.

Requirements for election to Phi Beta Kappa are determined by the local chapter in accordance with the national guidelines.

Every student is considered automatically, so there is no nomination process. The final choices are decided on by the full membership of the University at Albany, State University of New York Chapter, Alpha Alpha of New York.

More information on Phi Beta Kappa is available on their University at Albany chapter website, available at <http://lib-guides.library.albany.edu/pbk>.

### **Tau Sigma**

Tau Sigma is a national honors society specifically for transfer students.

## **Field Specific Honor Societies**

Membership in national and international honors societies is available to qualified students within certain disciplines. Interested students should contact the appropriate dean or department chair for further information. Listed below are some of the societies active at UAlbany.

**Beta Alpha Psi** is an international honors society for accounting.

**Kappa Delta Pi** is an international honors society for education.

**Lambda Alpha** is a national honors society for anthropology.

**Lambda Pi Eta** is a national honors society for communication studies.

**Pi Sigma Alpha** is a national honors society for political science.

**Psi Chi** is a national honors society for psychology.

**Sigma Tau Delta** is a national honors society for English.

# College of Arts and Sciences

## Dean

Edelgard Wulfert, Ph.D. (Collins Fellow)

## Associate Dean

Susanna Fessler, Ph.D.

## Associate Dean for Administration

Steven Galime, M.B.A.

## Assistant Dean for Facilities Management

Elizabeth J. Gaffney, M.A.

## Assistant Dean for Academic Programs

Kathleen H. Gersowitz, M.B.A.

## Assistant Dean for Planning

and Tenure/Promotion

Marie Rabideau, M.S.

## Assistant Dean for Public Engagement

and Director of the University in the

High School Program

Debernee Privott, Ph.D.

The College of Arts and Sciences comprises the students and faculty of 21 departments offering majors and minors, as well as those working in a variety of cooperative interdisciplinary programs. These include the arts, humanistic studies, physical sciences, and social sciences. Study in the Arts and Sciences provides students with a liberal education, including knowledge and skills applicable to further study and to occupations in a great variety of fields.

The presence of research faculty and graduate students in the programs of the College affords undergraduate students the opportunity to study with scholars and researchers working at the cutting edge of their disciplines. Qualified advanced undergraduates, in accordance with University policy, may enroll in appropriate graduate courses.

Fields of study leading to majors in the College are actuarial and mathematical sciences, Africana studies, anthropology, art, art history, atmospheric science, biology, chemistry, Chinese studies, communication, East Asian studies, economics, English, geography, history, human biology, Japanese studies, journalism, Latin American, Caribbean and U.S. Latino studies, linguistics, mathematics, music, philosophy, physics, psychology, sociology, Spanish, theatre, urban studies and planning, and women's, gender, and sexuality studies.

In addition, the College is responsible for Faculty-Initiated Interdisciplinary Majors with concentrations in biochemistry and molecular biology, documentary studies, environmental science, globalization

studies, Medieval and Renaissance studies, and religious studies. There are opportunities for students to propose Student-Initiated Interdisciplinary Majors, faculty-sponsored and drawing upon two or more fields in the College.

Most major programs also offer a minor. Other minors through the College include bioethics, cognitive science, creative writing, electronics, film studies, French, Hebrew, international studies, Italian, Judaic studies, Korean studies, Latin American and Caribbean studies, lesbian, gay, bisexual, transgender, and queer studies, medical anthropology, neuroscience, organizational studies, Portuguese, Russian, Russian and Eastern European studies, statistics, and sustainability.

For purposes of degree requirements for the B.A. and B.S. degrees, the following undergraduate courses offered by the College are defined as liberal arts and sciences: all courses except A EAJ 423, A ECO 495, A HEB 450, A MAT 204, A MUS 315, A THR 315.

Courses under the College of Arts and Sciences are preceded by the prefix letter A.

## Foreign Language Study Placement Policies

Foreign language placement is based on a student's current level of competence, as determined by placement procedures developed by the University's foreign language departments. Regulations covering foreign language placement and credit may be obtained from departmental offices offering the language in question.

The department, through a departmental representative, will assess the active skills in that language and will make a final placement decision for each student no later than the second class meeting of the course being recommended. A student may not earn graduation credit for a course in a language sequence if it is a prerequisite to a course for which graduation credit has already been earned.

Students earning advanced placement credits from high school will be expected to register for the next course in the language sequence. Those earning credit in University in the High School course work must consult with the appropriate department chair for placement in the next course in that language's sequence.

## Courses in Arts and Sciences

### A CAS 100 Contemporary Issues in Life Sciences (3)

Topics in selected areas of life sciences. May be repeated for credit when the topic varies. Does not yield credit towards the major or minor in biology. Offered through the University in the High School Program only.

### A CAS 109 Intermediate Science Research (2)

Students learn research methodology in the natural and social sciences by accessing scientific databases, by using online bibliographic search techniques, consulting doctoral-level research scholars, developing hypotheses and performing experiments to test them, and by writing research papers and making presentations at scientific symposia. It is expected that the students will have done many of these activities in the prerequisite high school course, and in this course emphasis is placed upon the formulation of hypotheses and initiation of experiments in consultation with mentors. Prerequisite(s): completion of one year of an approved course in science research at the high-school level; permission of instructor. Offered summer session only. Offered through the University in the High School Program only.

### A CAS 110 Intermediate Methods of Research (4)

Students learn research methodology in the natural and social sciences by accessing scientific databases by using online bibliographic search techniques, consulting doctoral-level research scholars, developing hypotheses and performing experiments to test them, and writing research papers and making presentations at scientific symposia. It is expected that the students will have done many of these activities in the prerequisite high school course, and in this course emphasis is placed upon performing experiments in consultation with mentors. Students are expected to spend at least three hours per week outside of class. Prerequisite(s): completion of one year of an approved course in science research at the high-school level; permission of instructor; available for year-long course of study only. Offered through the University in the High School Program only.

### A CAS 141 Concepts of Race and Culture in the Modern World (3)

This course considers the complex dynamics of global human diversity from the vantage point of the various social sciences. It explores the use of race, nationality, ethnicity, culture, and gender as focal concepts in the critical analysis of human behavior and interaction in the modern world. Cross-cultural and cross-national aspects of these issues are of central concern to the course. Offered through the University in the High School Program only.

**A CAS 198 Special Topics in the Humanities (1–4)**

Special group studies which provide students and faculty with the opportunity to explore significant themes, issues and problems from a broadly humanistic and interdisciplinary perspective. May be repeated for credit provided the subject matter is not repeated. Offered through the University in the High School Program only.

**A CAS 203 Social Sciences and Humanities Research Seminar (3)**

In this intensive research and writing-based course, senior University in the High School social sciences and humanities students will move from their roles as consumers of knowledge to new roles as producers of knowledge by researching, writing, and presenting a final project. During the semester, students will ask questions of original sources such as primary archival and web-based documents, analyze the answers, and present the findings. Each phase of creating a research based project and presentation will be guided starting with the choice of topic and moving to the proposal, bibliography, outline, first draft, final draft, and presentation. The instructor of record in a given semester may identify a specific humanities or social science disciplinary focus for that course. Prerequisite(s): successful completion of one or more of the following courses is a prerequisite for enrolling in the history concentration of A CAS 203: A HIS 100, A HIS 101, A HIS 130, A HIS 131, A AFS/A LCS/A WSS 240. Students who have completed other 100 level college courses may be admitted with the permission of the instructor. Offered through the University in the High School Program only.

**A CAS 209 Advanced Science Research (2)**

Continuation of work undertaken in A CAS 109 or equivalent with emphasis placed upon the completion of experiments in consultation with mentors. Students will consult with their teachers as necessary, but will not meet in a formal classroom period. Prerequisite(s): satisfactory completion of A CAS 109 or completion of two years of an approved science research course at the high school level; permission of instructor; offered summer session only. Offered through the University in the High School Program only.

**A CAS 210 Advanced Methods of Research (4)**

Continuation of work undertaken in A CAS 110 or equivalent with emphasis placed upon the communication of results. Students are expected to spend at least three hours per week outside of class. Prerequisite(s): satisfactory completion of A CAS 110 or completion of two years of an approved science research course at the high school level; permission of instructor; students must be enrolled throughout an entire academic year to obtain credit. Offered through the University in the High School Program only.

**Department of Africana Studies****Faculty***Professors*

Michelle Harris, Ph.D.  
University of Michigan  
Leonard A. Slade, Jr., Ph.D., L.H.D.  
(Collins Fellow)  
University of Illinois  
at Urbana-Champaign

*Associate Professors*

Marcia E. Sutherland, Ph.D.  
Howard University  
Oscar Williams, Ph.D.  
(Department Chair)  
The Ohio State University

*Lecturer*

David Agum, Ph.D.  
Temple University

*Adjuncts (estimated): 9**Graduate Assistants (estimated): 3*

The objective of the department is to provide a multi- and interdisciplinary education in African/African American studies and related fields. Students are expected to possess the knowledge and skills necessary to understand the social, political, economic, psychological, and historical consequences of institutional arrangements as they affect the life experiences of African/African American people.

The department offers full programs leading to the B.A. and M.A. degrees. Students may specialize in African studies and African American studies. Sub-areas in African studies are the history, economics, politics, and culture of the following regions: Eastern Africa, Central Africa, West Africa, and Southern Africa. Sub-areas in African American studies include: African American history and culture, urban economic development, central city politics and institutions, African American literature and criticism, and urban planning. Though the major concentrations are Africa and the United States, students may design programs that will enhance their knowledge of other Black cultures; e.g., the Caribbean and Haitian.

Students are prepared for careers in teaching, counseling, state and local social welfare programs, urban planning, administrative program direction, and international relations.

**Special Programs and Opportunities**

Undergraduate students in the department are provided an opportunity to apply theory through community projects, both within formal courses and other such special programs that may be designed by the department. Students participating in the latter may work directly with New York legislators or legislative committees. For further information contact the Department. Students are also provided an ongoing colloquium series featuring locally and nationally known African and African American scholars. The senior seminar enables students and faculty to explore common research interests.

**Degree Requirements for the Major in Africana Studies**

**General Program B.A.:** A minimum of 36 credits to include three of the following five courses: A AFS 101, 142, 219, 286, 287; A AFS 490; additional department courses, as advised, to include 6 credits at the 200 level and 15 credits at the 300 level or above.

**Department of Africana Studies Honors Program**

The Honors Program in the Department of Africana Studies is designed to enhance the academic excellence of its majors, to forge closer intellectual relationships between students and the faculty, and to prepare students for graduate studies and for their professional careers.

*Admission Requirements:*

*Minimum Overall GPA: 3.25*

*Minimum GPA in major: 3.50*

To be eligible for a degree with honors, the student must have a cumulative grade-point average in University courses of at least 3.25, with a 3.50 minimum grade-point average in the major. Students may apply for admission to the Honors Program as early as the spring semester of the sophomore year. Applications must be submitted to the Director of the Honors Program. The Director of the Honors Program and the Departmental Honors Committee will review the applications.



## Required Courses

Students must complete any two of the following courses in the Department of Africana Studies: A AFS 325 (Introduction to Research Methods); A AFS 345 (The Black Novel); A AFS 375 (Black Popular Culture); A AFS 355Z (Introduction to African and African American Poetry), A AFS 320 (Black Nationalism: Political Perspective in Africa), and A AFS 322 (Developing African Nations). Students must complete A AFS 490 the Senior Seminar for African/African American Studies majors as part of the Honors program.

## Required Honors Project

The Director of the Honors Program will assist students in the selection of their faculty advisor for their Honors thesis. Students must submit their written Honors project proposal to their faculty advisor for approval. Students will work on a major research project under the careful supervision of their faculty advisor. Students are expected to engage in a critical and in-depth analysis on their chosen topic. The Honors project should be between 40 and 60 pages in length. Students will begin their Honors thesis in A AFS 490. Students must also take A AFS 498 (Topics in African Studies) or A AFS 499 (Topics in African American Studies) to complete the Honors thesis. The thesis will be graded by the faculty advisor. The Honors thesis must be approved by the Director of the Honors Program and at least one other professor on the Honors Committee. Students will make an oral presentation of their thesis at a departmental seminar. The Honors course credits will be counted toward the 36 credits required for majors in Africana Studies.

Honors students in Africana Studies are required to maintain the minimum grade-point average of 3.50 in the major and at least a 3.25 minimum grade-point average in University courses. The Departmental Honors Committee will review the academic performance of each candidate at the completion of the junior year. Students who fail to meet the Honors program's academic standards during their senior year will be ineligible for a degree with Honors. Students who have successfully completed the program requirements will be recommended to the department by the Departmental Honors Committee to receive the degree with honors in Africana Studies.

**Departmental Contact:**  
**Dr. Marcia Sutherland**

## Courses in Africana Studies

### A AFS 101 Introduction to Africana Studies (3)

This course will introduce students to the historical foundations of Africana Studies and discuss its relevance to contemporary society. An interdisciplinary approach will be incorporated as History, Philosophy, Literature, Performing Arts, Sociology, Psychology, Religion/Spirituality, and Anthropology are employed to provide students a detailed analysis of people of African descent in the Western Hemisphere.

### A AFS 110 The Black Theatre in America (3)

Study of the historic background of Black involvement in the American theatre and of the role and functioning of the Black theatre in contemporary American society.

### A AFS 142 African/African American Literature (3)

Survey of Black authors from diverse cultures and an analysis of their relationship to Black thought.

### A AFS 150 Life in the Third World (3)

Introduction to cultural variation and fragmentation among third-world developing communities. Some lectures and discussions are led by third-world graduate students. Whenever possible, distinguished visitors from third-world countries are also involved in the course.

### A AFS 209 (= A MUS 209) Black American Music (3)

An introduction to Black American Music. Study will include music from West Africa as well as musical/social influences throughout American history. Musical styles will include spirituals, gospel, blues, jazz and classical. Only one version of A AFS 209 may be taken for credit.

### A AFS 213 History of Civil Rights Movement (3)

This course is designed to introduce the student to the historical development and maturation of the movement for civil rights in the United States. It will examine the development of resistance movements and the philosophies of those involved within the movements during the antebellum, post Civil War and contemporary times.

### A AFS 219 Introduction to African/African American History (3)

Survey of the cultural and historical background of African Americans from their African heritage to their present role in American society.

### A AFS 220 Black and White in America (3)

In America Blacks and Whites have been organically connected by the space of national geography and centuries of time. With current events an ever-present concern, this course explores the cultural significance and the social meaning of the long and ever-changing relations between black and white Americans and its import for the national welfare.

### A AFS 221 The Economic Structure of the Black Community (3)

Analysis of old and contemporary models of Black entrepreneurship and formal economic organization and its effect in the community.

### A AFS 224 Cities as People (3)

Survey of the human aspects of the urban environment, historically and in practical terms today, with an emphasis upon the central city's opportunity for field research in urban life.

### A AFS 240 (= A LCS 240 & A WSS 240)

#### Classism, Racism and Sexism: Issues (3)

Analyzes the connections between and among classism, racism and sexism, their mutually reinforcing nature, and the tensions arising from their interrelations. Particular attention will be given to the ideological and personal aspects of these phenomena, as well as to their institutional guises in American society. Only one version of A AFS 240 may be taken for credit.

### A AFS 269 (= A ANT 269 & A LCS 269)

#### The Caribbean: Peoples, History, and Culture (3)

This course introduces students to significant aspects of Anglophone Caribbean culture and history in the context of this region of the globe, the wider Caribbean, functioning as the crossroads of the world. Colonial conquest forced and forged the intersection of Europe, Asia, and Africa in the Caribbean so that while it is not large in terms of geographical area or total population, it resonates with global significance as a crucible of cultural hybridity and as a nurturing space of modernity. Only one version may be taken for credit.

### A AFS 270 (= A GOG 270) Geography of Africa (3)

Geographic analysis of the continent of Africa. The diversity of the African continent is stressed by examining its physical environment; resources; social, cultural, economic and political systems. Emphasizes the demographic as well as spatial planning aspects of geography. Only one version of A AFS 270 may be taken for credit.

### A AFS 286 (= A HIS 286) African Civilizations (3)

Africa from prehistoric times to 1800 with emphasis on sub-Saharan Africa, the development of indigenous states and their response to Western and Eastern contacts. Only one version of A AFS 286 may be taken for credit.

### A AFS 287 (= A HIS 287) Africa in the Modern World (3)

Africa since 1800: exploration, the end of the slave trade, the development of interior states, European partition, the colonial period, and the rise of independent Africa. Only one version of A AFS 287 may be taken for credit.

### A AFS 311 History of Slavery in the Western Hemisphere (3)

The institution of slavery and its effects in the Western Hemisphere, its origins, bases of continuance, and contemporary residuals. Prerequisite(s): A HIS 100 and 101.

### A AFS 320 Black Nationalism: Political Perspective in Africa (3)

Examination of selected freedom movements in Black Africa with a focus upon one-party politics and the continuing tensions between socialism and democracy. Prerequisite(s): A AFS 219.

**A AFS 322 Developing African Nations (3)**

Systems analysis of the contemporary social, political, cultural, and economic institutions crucial to the economic maturation of developing African nations. Prerequisite(s): A AFS 219; A AFS 286 and 287 recommended.

**A AFS 325 Introduction to Research Methods (3)**

An introduction to paradigms, theories and models on research and the Black community. Emphasis will be placed on methodological concerns of validity, reliability, instrument development, data collection, data analysis and reporting of research outcomes. The ethics of research on people of African descent will be discussed.

**A AFS 331 The African/African American Family (3)**

In-depth study of the African/African American family as an institution, the dynamics of intra-family relations and the effects of social institutions on Black family life. Prerequisite(s): A SOC 115.

**A AFS 333 The Black Community: Continuity & Change (3)**

Overview of the socio-historic factors which impact upon the current conditions of the African American community. Prerequisite(s): A AFS 219 or permission of instructor.

**A AFS 340 The Black Essay (3)**

Essays written by Black American writers in the 19<sup>th</sup> and 20<sup>th</sup> centuries. Prerequisite(s): A AFS 142.

**A AFS 341 African/African American Religion (3)**

Analysis of the relationship of the religion of Black people to Black culture. Prerequisite(s): A AFS 219.

**A AFS 342 Sub-Saharan Africa: Peoples and Cultures (3)**

Culture areas of Africa south of the Sahara. Historical and geographic background studies of selected societies. Culture change and contact during the colonial and postcolonial periods. Prerequisite(s): A AFS 286.

**A AFS 345 The Black Novel: Black Perspectives (3)**

Systematic study of the novel written by Black Americans from the Harlem Renaissance to the present. The novels studied express the cultural, political, and socio-historical consciousness of the writers to demonstrate their awareness of the struggle of Black people. Prerequisite(s): A AFS 142.

**A AFS 355 Introduction to African and African American Poetry (3)**

Intensive study of poetry drawn from the black experience. Emphasis on aesthetic forms, meanings, tone, diction, imagery, symbol, sentences, rhythm, rhyme, allusion, etc. Common characteristics of black poetry will also be discussed.

**A AFS 370 The Psychology of the Black Experience (3)**

In-depth examination of the extant psychological literature on blacks. Analyzes varying themes, theories, perspectives, and research that relate to the psychology of blacks. Focuses

on the contemporary work of black behavioral scientists involved in the quest for scholarly self-determination and for redefinition of the psychological fabric of the black experience. Selected topics are identity, personality, motivation, achievement, and mental health. Prerequisite(s): junior or senior standing.

**A AFS 375 Black Popular Culture (3)**

The course explores the historical and contemporary constructions of "blackness" within the popular realms of film, television, and popular music and the relationship of those constructs to the realities of African American life and culture.

**A AFS 386 (= A HIS 386) Race and Conflict in South Africa (3)**

Study of the historical origins and development of racial conflict in South Africa with a concentration on economic, political, social and religious change in the 20<sup>th</sup> century. Topics will include changing state structures and ideologies, the impact of industrialization, transformations of rural and urban life, African religious movements, political and religious connections with Black Americans, gender relations, and changing forms of popular resistance against white domination. Only one version of A AFS 386 may be taken for credit. Prerequisite(s): 3 credits of A AFS or A HIS course work, or junior or senior standing.

**A AFS 393 Topics in African History (1-4)**

Specific topics to be examined will be announced during advance registration. May be repeated for credit. Prerequisite(s): junior or senior standing or 3 credits in history.

**A AFS 400 The Law and African-America (3)**

The central city as a center of dominance, inner city legal problems as an aspect of social control. Students examine selected central city agencies related to law enforcement. Alternate possibilities for reform and improvement are explored. Term project required.

**A AFS 401 Seminar in African American History I (3)**

This course is an undergraduate seminar of African American History from the American Colonial period to the Civil War. Various historical themes will be reviewed, and students will have an opportunity to explore research topics related to the following: The Transatlantic Slave and Domestic Trades, Colonial and Antebellum slavery, African Americans and the Revolutionary War, Free Black Societies, Black Abolitionists, African Americans and the Civil War. Prerequisite(s): A AFS 219.

**A AFS 402 Seminar in African American History II (3)**

This course is an undergraduate seminar of African American History from 1865 to the present. Various historical themes will be reviewed, and students will have an opportunity to explore research topics related to the following: Reconstruction, The Age of Jim Crow, Booker T. Washington and W.E.B. DuBois, the Great Migration, the Harlem Renaissance, The Great Depression and New Deal era, World Wars I and II, The Civil Rights Movement, the Black

Power movement, and contemporary African American History and Culture. Prerequisite(s): A AFS 219.

**A AFS 430 Black Social and Political Thought in the Americas (3)**

Seminar on the social and political ideas and strategies of selected African/African Americans from the late 18<sup>th</sup> century to the present. Prerequisite(s): junior or senior standing.

**A AFS 432 The African American Woman: Contemporary Issues (3)**

Socio-historic look at the American women of the African diaspora with particular attention to: (1) Black Liberation; (2) feminist movements; (3) sex role socialization; and (4) issues of sexism and racism. Prerequisite(s): A AFS 219, or permission of instructor.

**A AFS 435 Blacks and the American Political Process (3)**

An examination of the American political process as it impacts upon the Black community in the United States. Prerequisite(s): junior or senior standing.

**A AFS 446 (= A SPN 446) Literature and Human Rights (3)**

A study of selected works of Spanish and Spanish-American literature that deal with the subject of human rights throughout history. Topics to be studied may include such things as social protest, censored texts, women's writing, the literature of exile, minority portrayals, and slavery. Prerequisite(s): two courses between A SPN 310-350 (excluding A SPN 333) or permission of instructor.

**A AFS 451 (= A MUS 451) Jazz, Identity and the Human Spirit (3)**

This course will explore issues of identity, spirituality, entrepreneurship, cultural transmission and politics viewed through the lens of the musical tradition called jazz. Topics will include saxophonist John Coltrane's musical-spiritual search, the musical-mythos of bandleader Sun Ra, musician-led organizations and movements with a focus on the Chicago-based Association for the Advancement of Creative Music (AACM), jazz and social protest, ideas about black experimentalist traditions and controversies about the use of electronics in the work of Miles Davis and Herbie Hancock, the cultural roots of jazz and questions about the nature of musical genres and boundaries. The course will include lecture, listening, small group presentations and class discussion. Only one version of A AFS 451 may be taken for credit.

**A AFS 490 Senior Seminar for Africana Studies Majors (3)**

An extensive examination of critical issues involving the experiences of Africans and African Americans in historical, cultural, and social contexts. A central theme will be selected for each semester's work. Students will synthesize and apply knowledge acquired in the major and will discuss their experiences. Attention will be given to the interrelationships of the values and ideas indigenous to Africana Studies, with

a discussion of these with a senior faculty member. Students will review basic research methodology and will evaluate their experiences with a 20-page research paper. Prerequisite(s): major in the department and completion of 18 credit hours in the major.

**A AFS 498 Topics in African Studies (3)**

Specific topics to be examined are announced during advance registration. May be repeated for credit. Prerequisite(s): junior or senior standing.

**A AFS 499 Topics in African American Studies (3)**

Specific topics to be examined are announced during advance registration. May be repeated for credit. Prerequisite(s): junior or senior standing.

## Department of Anthropology

### Faculty

*Distinguished Teaching Professor Emeritus*

Gary H. Gossen, Ph.D.  
Harvard University

*Distinguished Service Professor Emeritus*

Ernest A. Scatton, Ph.D.  
Harvard University

*Professors Emeriti*

Robert M. Carmack, Ph.D.  
University of California, Los Angeles  
Robert W. Jarvenpa, Ph.D.  
University of Minnesota  
Gary A. Wright, Ph.D.  
University of Michigan  
Richard G. Wilkinson, Ph.D.  
University of Michigan

*Professors*

Lee S. Bickmore, Ph.D.  
University of California, Los Angeles  
Louise Burkhart, Ph.D.  
Yale University  
James P. Collins, Ph.D.  
University of California, Berkeley  
Timothy B. Gage, Ph.D.  
Pennsylvania State University  
John S. Justeson, Ph.D.  
Stanford University  
Walter E. Little, Ph.D.  
(Department Chair)  
University of Illinois  
Marilyn Masson, Ph.D.  
University of Texas, Austin  
Lawrence M. Schell, Ph.D.  
University of Pennsylvania

*Associate Professors Emeritus/a*

Hetty Jo Brumbach, Ph.D.  
(Associate Curator)  
University at Albany  
Gail H. Landsman, Ph.D.  
Catholic University of America  
Stuart Swiny, Ph.D.  
University of London

*Associate Professors*

Elise Andaya, Ph.D.  
New York University  
Jennifer Burrell, Ph.D.  
New School for Social Research  
Adam Gordon, Ph.D.  
University of Texas at Austin  
Sean M. Rafferty, Ph.D.  
Binghamton University  
Robert Rosenswig, Ph.D.  
Yale University

*Assistant Professors*

Louis C. Alvarado, Ph.D.  
University of New Mexico  
Lauren E. Clemens  
Harvard University  
Mercedes Fabian, Ph.D.  
University of Buffalo  
Julia A. Jennings, Ph.D.  
Pennsylvania State University  
Cara Ocobock, Ph.D.  
Washington University at St. Louis  
Veronica Perez-Rodriguez  
University of Georgia  
Christopher B. Wolff  
Southern Methodist University

*Adjunct Faculty*

Robert Feranec, Ph.D.  
University of California, Berkeley  
John P. Hart, Ph.D.  
Northwestern University  
Robert D. Kuhn, Ph.D.  
University at Albany  
Carol Raemsch, Ph.D.  
University at Albany  
Annette Richie, Ph.D.  
University at Albany  
Christina Rieth, Ph.D.  
University at Albany  
Bradley Russell, Ph.D.  
University at Albany  
Daniel D. White, Ph.D.  
University at Albany

*Human Biology Advisor*

Bianca B. Englese, M.A.  
University at Albany

*Adjuncts (estimated): 8*

*Teaching Assistants (estimated): 18*

Anthropology is the study of humankind, of ancient and modern people and their ways of living. From its first establishment as a professional discipline, anthropology has been defined in terms of its holistic, cross-cultural, and evolutionary approaches. By systematically analyzing differences and similarities among human groups over time and space, anthropologists achieve the fullest possible understanding of human nature, human diversity, and the forces that govern change in cultural and biological characteristics.

The Anthropology Department provides undergraduates with a wide variety of courses, field and laboratory experiences, and guided research in each of the four major subfields of the discipline: archaeology, biological (physical) anthropology, ethnology (cultural anthropology), and linguistics.

The department offers two majors: a B.A. in anthropology and B.S. in a combined major/minor in human biology.

Students are offered special opportunities for the study of past and present cultures in Mesoamerica, North America, and elsewhere through the research programs of the anthropology faculty.

The major prepares students for graduate studies in anthropology (the department has M.A. and cognate M.A. programs, and a doctoral program), as well as laying a broad scientific and liberal foundation for entering the professions, arts, or other occupations in the modern world.

Many new career opportunities are developing in addition to traditional anthropological careers in college teaching, museum curation, and public archaeology. For example, the diverse ethnic composition of American society is making cross-cultural awareness a matter of increasing importance for careers in business, law, journalism, medicine, public policy, and primary and secondary education.

The B.A. degree in anthropology also offers excellent preparation for careers in international business, public health, politics, and diplomacy. Moreover, many local, state, federal, and international agencies are seeking personnel who have sensitivity to cultural diversity.

Anthropology also provides a holistic perspective of and systematic training in the impact of human activity and values on the environment. The study of cross-cultural factors affecting the delivery of health care can be important to a career in health services.

Finally, a degree in biological anthropology is a good foundation for graduate work in genetic epidemiology and other specialties within the field of public health.

### Special Programs or Opportunities

Programs in archaeological, bio-anthropological, and ethnological fieldwork are available, with the Northeast and Mesoamerica being the most frequent locations. The archaeology program provides intensive training and/or research opportunities

through research programs in Mexico, Belize, Costa Rica, and New York State. Laboratory research experience, both in formal courses and as independent projects, is available in archaeology and biological anthropology.

## Degree Requirements for the Major in Anthropology

**General Program B.A.:** A minimum of 36 credits in anthropology including A ANT 104, 108, 110, 220, and 499. Of the 21 additional credits in anthropology, no more than 6 may be at the 100 level and at least 12 must be at the 300 level or above.

## Honors Program

Outstanding anthropology students are encouraged to consider the department's honors program, which is designed to give them the opportunity to work closely with members of the faculty on research and writing projects. Declared majors in anthropology are eligible to apply, provided that they have completed 12 or more credits in the department with a grade point average in the major of at least 3.50. They must also have an overall grade point average of at least 3.25. To participate in the program, students should contact their adviser during their junior year or at the beginning of their senior year. Students should plan their course work in consultation with their faculty adviser.

Students in the honors program must fulfill the requirements for the major plus the following requirements:

1. Among the 36 credits of course work in anthropology required for the major, students in the honors program must complete at least one course at the 300 or 400 level in each of three different subdisciplines (archaeology, cultural anthropology, biological anthropology, linguistics), for a total of 9 credits:  
 Biological Anthropology: 310, 311, 312, 319, 414, 416, 418, 419.  
 Linguistics: 321, 322, 325, 421, 422, 423, 424, 425, 434.  
 Archaeology: 330, 331, 332, 333, 334, 335, 338, 339, 430, 431, 433, 435, 438.  
 Ethnology: 340, 341, 343, 351, 355, 360, 361, 363, 364, 365, 372, 381, 390, 450, 480.
2. Students must write an honors thesis based upon original research under the direction of an anthropology faculty member. Any anthropology faculty member knowledgeable in the topic may supervise a thesis project. A written

proposal for the intended project must be formally approved by that faculty member and the departmental Undergraduate Affairs Committee during the semester prior to the semester in which the thesis is completed. Students will enroll in A ANT 482 and 483, "Senior Honors Thesis Seminar," during the fall and spring of their senior year. The 6 credits from these courses can be counted toward the 36 credits required for the Anthropology major.

3. Research skill: Students will complete 6 credits of coursework in a research skill appropriate for anthropological research. Examples include, but are not limited to, foreign languages, statistics or other quantitative courses, and anthropological methods courses. The research skill courses must be approved by the Undergraduate Affairs Committee.

To graduate with "honors in anthropology," students must achieve an overall grade point average of 3.25 and a minimum grade point average of 3.50 in the major, in addition to the above requirements.

**Degree requirements for the major in Human Biology are listed in the Human Biology Program section of this bulletin.**

## Courses in Anthropology

### A ANT 100 Culture, Society, and Biology (3)

Introduction to the issue of human diversity, the course poses the question of what it means to be human. Through study of biological anthropology, archaeology, linguistics, and ethnology, students will explore the range of diversity within our shared humanity, and seek explanations that might account for it.

### A ANT 104 Archaeology (3)

Introduction to the methods used by archaeologists to study ancient sites and artifacts. Topics include archaeological fieldwork, laboratory analysis, dating, interpretation of artifacts, and the reconstruction of past cultural patterns. Examples include studies of ancient and recent societies. Two lectures, one laboratory period per week.

### A ANT 108/108Z Cultural Anthropology (3)

Survey of the theory, methods, and goals of cultural anthropology, emphasizing the nature of culture and the varied forms in which it is expressed among the peoples of the world. Two lectures, one discussion period per week. Only one version of A ANT 108 may be taken for credit.

### A ANT 110 Introduction to Human Evolution (3)

Introduction to human evolution. This course spans the human fossil record from "Lucy" to Cro-Magnon. Topics include our primate past

and the evolution of upright walking. The steady increase in our ancestors' brain size is explored along with the cultural correlates of biological evolution such as stone tools, language origins and cave art.

### A ANT 111 Introduction to the Primates (3)

Survey of the basic morphology and behavior of nonhuman primates. Prosimian and anthropoid primates are studied in terms of their comparative morphology and behavior, with reference to these same features among humans.

### A ANT 119 The City and Human Health (3)

Survey of the history of health and disease from the earliest humans before the development of settlements to contemporary populations living in industrialized cities. Emphasizes the role of culture and behavior in disease.

### A ANT 124Z Lost Languages and Ancient Scripts (4)

This course traces the origin and evolution of writing systems from their earliest precursors to the modern world. It is organized around a series of puzzles that guide participants through the processes of discovery and decipherment that led to our current understanding of writing systems. About half of the course is devoted to small-group workshops in which participants receive hands-on experience working together on problems in decipherment. The broader goal of the course is to learn how to do problem solving generally, using specific procedures and ways of thinking that can be applied in any discipline.

### T ANT 124Z Lost Languages and Ancient Scripts (4)

T ANT 124Z is the Honors College version of A ANT 124Z; only one version may be taken for credit.

### T ANT 125Z The Design of Language (3)

Constructed languages have played a prominent role in recent popular culture. Elvish, for example, is a language spoken by immortal elves in *The Lord of the Rings*. Klingon is spoken by humanoid aliens from another planet in *Star Trek*. Both languages attempt to imagine what the communication system of another intelligent species might be like. But in order to construct a credible fictional language, however, we have to think carefully about the nature of human language. This course asks which features of human language would be necessary components of any intelligent communication system and which features are contingent on the accidents of human biology. Open to Honors College students only.

### A ANT 131 Ancient Peoples of the World (3)

Ancient cultures from around the world will be presented and analyzed from the available archaeological data. The gradual development of civilization in both the Old and New Worlds will be the focus of the course.

### A ANT 133 Ancient History of the Near East and the Aegean (3)

An examination of key ancient Near Eastern civilizations in Egypt, Iran, Iraq, Syro-Palestine, and Turkey and the influence they exerted on the Minoan the Mycenaean civilizations. This

is followed by the rise of Greece, the development of Athenian democracy, the decline of Greece leading to Macedonian domination, the conquests of Alexander the Great and the cosmopolitan Hellenistic world.

**A ANT 140/140Z Anthropological Survey of World Cultures (3)**

In-depth survey of selected ancient, historical, and modern world cultures. Major themes include production of goods and services, authority systems, legal processes, and religious and ritual life. Only one version of A ANT 140 may be taken for credit.

**T ANT 141 Human Rights and Wrongs: Anthropological Explorations (3)**

This course is designed to provide an overview of human rights and anthropology from theoretical and historical points of view and from the vantage point of engagement and practice. Using a critical approach, we will move away from the notion of a set category or monolithic legal structure toward an understanding of a flexible and elastic set of conceptual frameworks used to accomplish transitions, make claims and gain access to resources. In doing so, we will consider the increasing transnationalization of rights discourse and the growing terrain in which claims, legal and otherwise, are made through it. A series of international and national case studies will be examined. Open to Honors College students only.

**A ANT 146/146Z (= A LCS 150/150Z) Puerto Rico: People, History, and Culture (3)**

Survey of the Puerto Rican people, history, and culture on the island from the pre-Hispanic era to the present. Special emphasis on the change of sovereignty in 1898, the national question, migration, race, class, and culture. Only one version may be taken for credit.

**A ANT 175 (= A REL 175) Anthropology and Folklore (3)**

Introduction to the study of folklore as an aspect of culture, symbolically expressing people's identity, beliefs and values. The focus is on oral text traditions — myths, folktales, and legends. Topics in folk custom and ritual, folk music and folk art are also included. Includes folklore from Western and non-Western cultures. Only one version may be taken for credit.

**A ANT 189Z Writing in Anthropology (1)**

Students who are concurrently registered in any 100 or 200 level anthropology course, may with permission of the instructor of that course, enroll in A ANT 189Z and fulfill a writing intensive version of that other course. The writing intensive version will involve: 1) a body of written work beyond that normally required by the companion course, 2) opportunities for students to receive assistance in progress, and 3) an opportunity for students to revise some pieces.

**A ANT 197 Special Topics in Anthropology (1–4)**

Study of a selected topic in anthropology. May be repeated for credit when topic varies. Consult class schedule for specific topic.

**A ANT 201 Critical Thinking and Skepticism in Anthropology (3)**

How many people believe most everything they are told, or everything that they read? How can we tell the difference between statements that are based on fact, and those based only on opinion, ideology, error, or falsehood? Why should we care in the first place? This class will help you answer these questions, and hopefully raise many more. We will cover the ways in which your own brain and senses can trick you. We will cover the common mistakes made in reasoning, “logical fallacies” that can lead even the most critical of thinkers to false conclusions. We will cover several of the most common types of false information that people encounter today, such as psychics, astrology, or complementary and alternative medicine, and will explore why these are problematic. Our focus throughout will be on identifying current, real world examples of “uncritical thinking” in popular and news media. Hopefully at the end of the course, we will all be better consumers of knowledge.

**T ANT 201 Critical Thinking and Skepticism (3)**

T ANT 201 is the Honors College version of A ANT 201; only one version may be taken for credit.

**A ANT 211 (formerly A ANT 411) Human Population Biology (3)**

Biological variation in human populations, with emphasis on genetics, adaptability, demography and related aspects of population dynamics. Prerequisite(s): A ANT 110; or A BIO 110; or A BIO 120 recommended.

**A ANT 220 (= A LIN 220) Introduction to Linguistics (3)**

Introduction to the study of language, including examination of the characteristics and structural principles of natural language. After exploring the basic characteristics of sound, word formation and sentence structure, these principles are applied to such topics as: language variation, language change, psycholinguistics, pragmatics, and animal communication. Only one version may be taken for credit.

**A ANT 233 (= A LCS 233) Aztecs, Incas, and Mayas (3)**

Introductory survey of the archaeology and ethnohistory of the three best-known indigenous civilizations of the New World. Each is presented in terms of prehistoric background and evolution, social organization, politics and economics, religion and art. Consideration is given to the Spanish conquest of these three groups and to their modern legacies. Only one version may be taken for credit.

**T ANT 233 (= T LCS 233) Aztecs, Incas, and Mayas (3)**

T ANT 233 is the Honors College version of A ANT 233; only one version may be taken for credit.

**A ANT 236 American Indian Archaeology (3)**

Introductory survey of the prehistory of North America and Mesoamerica. Emphasis on the prehistoric developments in the Eastern Woodlands, Plains, Southwest, Mexico, and the Arctic.

An introduction to current theoretical issues as applied in these culture areas.

**A ANT 240 Native Peoples of North America (3)**

The nature and distribution of North American Indian cultures from the pre-Columbian period to the present. Prerequisite(s): A ANT 100 or 108.

**A ANT 269 (= A AFS 269 & A LCS 269)**

**The Caribbean: Peoples, History and Culture (3)**

This course introduces students to significant aspects of Anglophone Caribbean culture and history in the context of this region of the globe, the wider Caribbean, functioning as the crossroads of the world. Colonial conquest forced and forged the intersection of Europe, Asia, and Africa in the Caribbean so that while it is not large in terms of geographical area or total population, it resonates with global significance as a crucible of cultural hybridity and as a nurturing space of modernity. Only one version may be taken for credit.

**T ANT 272 Global Latin American Cities: Transnational Politics and Space (3)**

What are contemporary cities and how do we understand them in the contexts of globalization and transnationalism? How do anthropologists study such cities? In order to address these basic questions, this course is organized around a set of films and important theoretical concepts that have been debated in anthropology, urban studies, geography, sociology and other disciplines. Being an anthropology class, however, it will emphasize an anthropological perspective. The ethnographic readings and films presented in the class will primarily focus on Latin American topics. While this will give the class ethnographic focus, we will think about cities, urban life, and cosmopolitanisms from outside of Latin America. The films and readings on urban Latin America will serve as bases for cross-cultural analysis. It is expected that students taking this course will have already taken a course in anthropology, sociology, political science or geography. Prerequisite(s): permission of instructor.

**A ANT 304 Human Biomechanics (3)**

This course explores how the human body moves with the goal of providing a strong foundation for future training and clinical practice. The first part of the course will cover fundamental concepts and terminology, basic joint mechanics, muscle physiology, and applied biomechanics. The rest of the class will focus on the regional biomechanics and evolution of the human upper extremity, axial skeleton, and lower extremity. Prerequisite(s): A ANT 110, A ANT 211, A ANT 316, and A ANT 318.

**A ANT 305 Archaeological Graphic Documentation (3)**

This course teaches how to graphically record a typical range of archaeological artifacts, including ground and chipped stone tools, pottery, metal and clay figurines from UAlbany's New and Old World collections. Emphasis will be placed on the professional standards of artifact illustration for publication in journals and monographs. Students will learn how to scan, reduce and position individual drawings in

order to produce a publishable end product. Prerequisite(s): permission of instructor.

**A ANT 309 Human Population History (3)**

Birth, marriage, migration, and death — some of the most basic events in people's lives — are closely linked to larger economic and social phenomena. An understanding of these events can shed light on the economic and social world inhabited by people in the past and how these contexts interact to shape human populations and individual behavior. In this course, students will be introduced to the sources and methods used by historical demographers to reconstruct, measure, and compare past populations. In addition, the course will cover a broad range of problems in historical demography, including mortality crises, fertility control, the modern rise in population, and the influence of economic and social institutions on demographic change. Prerequisite(s): A ANT 110 and A ANT 211.

**A ANT 311 Human Osteology (3)**

This course is an intensive study of the anatomy of the human skeleton. This course will cover bone histology, growth and development of bones, common pathological conditions, the determination of age and sex from skeletal material, and the identification of whole and fragmented bones in archaeological and forensic contexts. This course will include a laboratory component to provide students with the opportunity to examine the material discussed in class. Prerequisite(s): junior or senior standing.

**A ANT 312 (= A BIO 318; formerly A ANT 412/ A BIO 419) Human Population Genetics (3)**

Population genetics theory is the foundation of evolutionary biology and contributes heavily to modern ideas in ecology, systematics, and agriculture. This course is an introduction to that theory with special emphasis on evolution. Only one version may be taken for credit. Prerequisite(s): A ANT 211 or A BIO 205 or 212.

**A ANT 314 Forensic Anthropology (3)**

This course teaches the application of methods from biological anthropology and archaeology to the recovery and analysis of skeletonized human remains. The primary focus of this course is the application of these methods to investigations of unexplained deaths, including homicides, genocides, and mass disasters. Students will learn how to determine age at death, sex, ancestral affiliations, and stature from skeletal remains, and how to identify evidence of trauma and disease. Other topics include forensic botany, forensic entomology, and DNA fingerprinting. Prerequisite(s): junior or senior standing.

**A ANT 316 Human Anatomy and Physiology I (4)**

This course provides an introduction to human anatomy and physiology. These topics refer to the form and function of the human body, and are presented together in an integrated two-semester course sequence. This course focuses on basic concepts in anatomy and physiology, embryology, the peripheral nervous system, respiration, the cardiovascular system, and the musculoskeletal system of the upper limb, thorax

and back. The course provides a foundation for students interested in human biology, biological anthropology, medicine, and allied health professions. Prerequisite(s): A BIO 120 or A BIO 131, A BIO 121 or A BIO 130, A CHM 120, and A CHM 121. Course fee applies. Consult the Schedule of Classes.

**A ANT 317 Exercise Physiology (3)**

This course will provide a broad introduction to the field of exercise physiology. Topics covered will include cellular energy metabolism, pulmonary and cardiovascular responses to exercise, muscle physiology, training, nutrition, body composition, and exercise testing. Students will spend some time in the human performance laboratory where the focus will be on applied exercise physiology and performance testing. Specialized topics include exercise at high altitude, temperature regulation, sports nutrition, exercise performance during the growth and development period, and the relationship of exercise and physical activity to human health and disease. Only one of A ANT 317 and A BIO 307 may be taken for credit. Prerequisite(s): A BIO 120 or A BIO 131, A BIO 121 or A BIO 130, A ANT 316, and A ANT 318.

**A ANT 318 Human Anatomy and Physiology II (4)**

This course provides an introduction to human anatomy and physiology. These topics refer to the form and function of the human body, and are presented together in an integrated two-semester course sequence. This course is the second in that sequence, and focuses on the gastro-intestinal tract, digestion, the urogenital, reproductive and endocrine systems, the cranial nerves, the visual, olfactory and auditory systems, and the musculoskeletal system of the lower limb, head and neck. The course provides a foundation for students interested in human biology, biological anthropology, medicine, and allied health professions. Prerequisites: A ANT 316. Course fee applies. Consult the Schedule of Classes.

**A ANT 319 Physical Growth and Development (3)**

Analysis of the pattern of human growth during the prenatal and postnatal periods and their variation around the world. The course focuses on the influence of social factors, nutrition, alcohol and cigarette use, race/ethnicity, pollution, and features of the physical environment which modify growth patterns. Prerequisite(s): A ANT 211.

**A ANT 321 (= A LIN 321) Introduction to Syntax (3)**

The human ability to produce and understand an infinite number of different sentences is one of the most remarkable capabilities we have. The study of the structure of sentences is called syntax, and this course is an introduction to syntactic theory. The particular approach we will be pursuing is called generative grammar, the approach to syntax pioneered by linguists such as Noam Chomsky. Chomsky argues that all humans are born with an unconscious knowledge of Universal Grammar, the basis on which the grammars of all languages are built. Through a detailed examination of English sentence structure, we will investigate the connections between English syntax and Universal

Grammar. Only one version may be taken for credit. Prerequisite(s): A ANT 220 or permission of instructor.

**A ANT 322 (= A LIN 322) Introduction to Phonology (3)**

Introduction to the description and analysis of human speech sounds and their organization. Introduction to articulatory phonetics and the International Phonetic Alphabet followed by examination and generative phonological analysis of data from English and a wide range of other languages. Only one version may be taken for credit. Prerequisite(s): A ANT 220 or permission of instructor.

**A ANT 325 (= A LIN 325) Sociolinguistics (3)**

Introduction to the study of language as a social phenomenon. Includes basic sociolinguistic concepts, interactional sociolinguistics, social dialects, Black English, diglossia, bilingualism, and bilingual education. Only one version may be taken for credit. Prerequisite(s): A ANT 220 or permission of instructor.

**A ANT 330 Topics in Archaeology (3)**

Survey of a topic in archaeology or regional prehistory for upper division students. May be repeated for credit when topic differs. Consult class schedule for specific topic. Prerequisite(s): A ANT 104.

**A ANT 332 Ethnoarchaeology (3)**

Ethnoarchaeology combines the archaeologist's interest in material culture with the cultural anthropologist's interest in ongoing behavior. Included are the archaeology of living populations, action archaeology, experimental and replication studies, formation processes, and ethnographic analogy, among other subjects. Prerequisite(s): A ANT 104 or permission of instructor.

**A ANT 334 The Earliest Cities (3)**

Comparative treatment of the earliest urban settlements around the world. Case studies include Mesopotamia, Egypt, Sub-Saharan Africa, China, Southeast Asia, Mesoamerica, and the Andes. Cities are compared in terms of planning, political roles, religious features, economic patterns, and their rise and fall. Also covers archaeological methods for the study of early cities. Prerequisite(s): A ANT 104.

**A ANT 335 Introduction to Archaeological Field Techniques (3)**

Introduction to data gathering techniques used by archaeologists in the field. Taught prior to A ANT 338 as basic training for students concentrating in archaeology. May be repeated for credit. Prerequisite(s): A ANT 104 or permission of instructor.

**A ANT 338/338Z Archaeological Field Research (6)**

Directed archaeological excavation of selected sites, including experience in site location, mapping, excavation, preservation, analysis, classification, and interpretation. May be repeated for credit. Prerequisite(s): A ANT 335 or permission of instructor.

**A ANT 339 Archaeological Lab Techniques (3)**

Survey and practical application of laboratory techniques using materials from the University collections. Emphasis on physical and chemical analysis, classification, and specialized analysis.

**A ANT 340 Topics in Ethnology (3)**

Survey of the cultures of one of the major regions of the world. May be repeated for credit when topic differs. Consult class schedule for specific topic. Prerequisite(s): A ANT 108.

**A ANT 341/341Z (= A LCS 341/341Z)**

**Ethnology of Mesoamerica (3)**

Survey of the cultures and history of the native peoples of Mexico and Central America. Beginning with the documents created by and about native peoples around the time of the Spanish invasion, the course follows the experiences of these societies through the colonial period and up to the present. Only one version of A ANT 341 may be taken for credit. Prerequisite(s): A ANT 100 or 108.

**A ANT 343/343Z Native American Literature (3)**

Survey of the literature of the native peoples of North America and Mesoamerica, from early colonial times to the present. Readings include oral narratives, songs, autobiography, and contemporary poetry and fiction. Discussion focuses on the use of texts for cultural analysis, Native American literary aesthetics, and the survival of native literary traditions. Only one version of A ANT 343 may be taken for credit. Prerequisite(s): junior or senior standing.

**A ANT 351/351Z Ethnicity in Anthropological Perspective (3)**

Analysis of ethnicity, assimilation and pluralism with regard to one or more ethnic group(s). Social, political, economic and symbolic adaptations are discussed and analyzed. Consideration of relative merits of integration, separation, and the politics of ethnicity in contemporary society. Only one version of A ANT 351 may be taken for credit. Prerequisite(s): junior or senior standing and permission of instructor.

**A ANT 354 Culture & Economy in a Globalized World (3)**

A central premise of economic anthropology and of this course is to view economics as culture — as a series of social relations and cultural contexts that are embedded in wider histories and larger processes. This course explores and critiques some of the cultural biases and assumptions inherent in such mainstream economic principles as work and leisure, poverty and wealth, gifts and commodities, and money and markets through a series of global case studies of culture, economy and development. Prerequisite(s): A ANT 108.

**A ANT 355/355Z Environment, Economy, and Culture (3)**

Cross-cultural survey of the systematic relations between environment, behavior and culture. Analysis of production and exchange systems at hunting and gathering, agricultural, and industrial stages of social evolution. Environmental and economic disruption, perception and management in cultural perspective. Only one

version of A ANT 355 may be taken for credit. Prerequisite(s): A ANT 108 or 102 or 104 or permission of instructor.

**A ANT 360/360Z Social Anthropology (3)**

Comparative study of social systems, tribal, traditional, and modern societies. Deals with economic, kinship, political, and other aspects of social structure. Social systems in functionalist, evolutionary, and dialectic perspectives. Combines in one course kinship, political, economic, and stratificational anthropology. Only one version of A ANT 360 may be taken for credit. Prerequisite(s): A ANT 108.

**A ANT 361/361Z Anthropology and Public Policy (3)**

The practical application of anthropological theory and research to policy areas such as economic development, environment, welfare, and mass media. The ethics of applied anthropology. Only one version of A ANT 361 may be taken for credit. Prerequisite(s): 3 credits in anthropology or political science or sociology.

**A ANT 363 (= A REL 363) Ethnology of Religion (3)**

Topical and theoretical survey of anthropological approaches to understanding human religious expression. Topics include myth, ritual, world view, shamanism, gender, and religious change. Emphasizes the religions of non-literate, non-Western peoples but also includes examples from major world religions and contemporary Western societies. Only one version may be taken for credit. Prerequisite(s): A ANT 100 or 108, or A REL 100.

**A ANT 364 Introduction to Cultural Medical Anthropology (3)**

Introduction to cultural approaches to medical anthropology. Cross-cultural examination of different views of health, disease, healing and the body, their effect on medical care and maintenance of health of individuals and communities. Also examines the intersection between health, sickness, and social and economic inequalities globally and in the U.S. Prerequisite(s): A ANT 108 or permission of instructor.

**A ANT 365 (= A WSS 365) The Anthropology of New Reproductive Technologies (3)**

A cross-cultural perspective on how new reproductive technologies (including in vitro fertilization, surrogacy, ultrasound, prenatal screening for disability, sex selection, fetal surgery, and neonatal intensive care) are transforming the experience of procreation and challenging cultural notions of kinship, personhood, and what it means to be human. Only one version may be taken for credit. Prerequisite(s): 3 credits in anthropology, philosophy, or women's, gender and sexuality studies. May not be offered in 2018-2019.

**A ANT 372/372Z Urban Anthropology (3)**

Introduction to urban anthropology. Emphasis on rural-urban migrations, adjustment and assimilation of urban migrants, urban kinship and family structure, poverty culture, rural-urban typologies, and the application of anthropological methods to the study of urban societies. Only one version of A ANT 372 may be taken for credit. Prerequisite(s): one course

in anthropology, sociology, political science, or geography.

**A ANT 376 (= A GLO 376) Global Ethnography (3)**

This course is about globalization and its impact on local communities worldwide. The term globalization will be understood not as a large-scale abstract and deterritorialized process, but one that has impact, consequences, and influence on local communities on a daily basis. The course is titled "Global Ethnography," which means that the class will be reading first-hand accounts of scholars who have documented the effects of globalizations on local communities. Through these accounts students will be learning about the different ways globalization is affecting local communities at social, economic, and cultural levels. The class will also be hearing the voices of local people and understanding globalization from people's perspectives. The readings in this course will enable a better understanding of globalization as it is embedded, manifested, and negotiated by localities as well as its real-life personal, social, and communal repercussions in people's lives. The course will examine different globalizing "agents" in various contexts such as tourism, street vending, language, landscape, consumerism, capitalism, remittance housing, among others. Only one version may be taken for credit. Prerequisite(s): at least one course of A ANT 108, A ANT 119, A GOG 102, A GOG/A USP 125, A GLO 103, or A SOC 115, or permission of instructor.

**A ANT 381/381Z (= A WSS 381/381Z)**

**Anthropology of Gender (3)**

The history of and current trends in anthropological theories of gender. Specific issues are raised in the form of questions, including: On what bases is gender identity constructed? What factors affect the relative status of men and women in different cultures? How many genders are there? What constitutes "femininity" and "masculinity" cross-culturally? Theoretical issues in the literature are linked to policy debates throughout the world, such as those over gay families, female genital cutting, abortion, and the use of new reproductive technologies. Only one version of A WSS 381 may be taken for credit. Prerequisite(s): one course in anthropology or sociology.

**A ANT 389Z Writing in Anthropology (1)**

Students who are concurrently registered in any 300 or 400 level anthropology course, may with permission of the instructor of that course, enroll in A ANT 389Z and fulfill a writing intensive version of that other course. The writing intensive version will involve: 1) a body of written work beyond that normally required by the companion course, 2) opportunities for students to receive assistance in progress, and 3) an opportunity for students to revise some pieces.

**A ANT 390 Ethnological Theory (3)**

Historical survey of theoretical approaches to the study of culture, with emphasis on contemporary trends. Recommended for majors planning graduate work. Content may vary with instructor. Prerequisite(s): A ANT 108.

**A ANT 409 Primate Evolutionary Biology (3)**

This course addresses the principles and specifics involved in nonhuman primate evolution. The first portion of the class investigates the relationships between ecology, sociality, and phylogeny on the one hand and the diversity of adaptations among living primates on the other. The second portion of the class will apply principles derived from the living primates to understanding the adaptations and evolutionary relationships among fossil primates, and the relationships between extinct and living species. Particular attention will be paid to major research questions relevant to significant periods in primate evolution. Prerequisite(s): A ANT 110.

**A ANT 414/414Z (formerly A ANT 313) Demographic Anthropology (3)**

Demographic theory as it applies to anthropological populations, with emphases on birth, death and growth rates, population size and dispersion, mating, and migration. Aspects of historical and paleodemography accompany analyses of living populations. Only one version of A ANT 414 may be taken for credit. Prerequisite(s): A ANT 110 and 211.

**A ANT 415 Nutritional Anthropology (3)**

This course provides an introduction to the biological, ecological, and social factors influencing diet and nutrition. Basic nutritional physiology and biochemistry are presented in the first part of the course. Later topics include paleonutrition as well as nutritional issues of contemporary human population groups. The core focus is on the concept of energy balance. Time is spent in the metabolic laboratory learning how to measure metabolic energy expenditure and assess nutritional status in humans. Students participate in the collection and analysis of individual and class data on nutritional intake and energy expenditure, with an emphasis on basic techniques of data presentations, analysis, and interpretation. Prerequisite(s): A ANT 211.

**A ANT 416 Topics in Human Biology (3)**

Selected topics in biological anthropology. May be repeated for credit when topic differs. Consult class schedule for specific topic. Prerequisite(s): A ANT 110 and 211.

**A ANT 418/418Z Culture, Environment, and Health (3)**

Anthropological study of health and disease patterns in human populations with emphasis on human-made influences on the health of contemporary societies. The effects of societal and cultural factors on disease patterns, and the assessment of health status through epidemiological and anthropological methods are explored. Only one version of A ANT 418 may be taken for credit. Prerequisite(s): A ANT 119.

**A ANT 419 Human Evolutionary and Environmental Physiology (3)**

This course will focus on human (and animal) adaptation to the environment. We will cover the basic physiology of high altitude, thermoregulation (temperature), water-balance, hyperbaria (deep sea diving), energy production and procurement, and the weightlessness of space

(micro-gravity). While the focus is on humans, the course will take a comparative approach, examining how different species have adapted to various environments, including evolutionary, developmental, and homeostatic modes of adaptive response. The course meets twice a week, with class time divided between lecture, student presentation/discussion, and laboratory activities in the SUNY Albany Human Performance Laboratory. Prerequisite(s): A BIO 120 or A BIO 131, A BIO 121 or A BIO 130.

**A ANT 421Z (= A LIN 421Z) Advanced Syntax (3)**

This course continues the investigation of the relationship between the grammars of particular languages and Universal Grammar. We will examine the syntax of several languages from around the world asking ourselves the following questions: a.) How do the principles that organize the grammars of other languages around the world compare to English? b.) What grammatical properties are true for all languages? We will discuss the answers to these questions in the light of generative grammar. Only one version may be taken for credit. The former A LIN 421 & A ANT 421 do not yield writing intensive credit. Prerequisite(s): A LIN 321 with grade of C or higher.

**A ANT 422 (= A LIN 422) Advanced Phonology (3)**

Advanced studies in generative phonological theory, with a focus on the analysis of prosodic phenomena such as stress, tone, and accent. Discussion of recent theoretical trends in phonology. Only one version may be taken for credit. Prerequisite(s): A ANT 322 with grade of C or higher.

**A ANT 423Y (= A LIN 423Y) Linguistic Structures (3)**

Investigation of the structure of a selected language, language family, or language area; may be repeated for credit when content varies. Prerequisite(s): A LIN 321 or 322 or permission of instructor.

**A ANT 424 Language and Culture (3)**

Study of the nature of the interrelationships that exist between linguistic behavior and other aspects of culture. Prerequisite(s): A ANT/A LIN 220 or permission of instructor.

**A ANT 425 (= A LIN 425) Comparative and Historical Linguistics (3)**

Language development and change. Language classification, linguistic reconstruction. Only one version of A ANT 425 may be taken for credit. Prerequisite(s): A ANT 322.

**A ANT 430 Archaeological Theory (3)**

Advanced theory and method in archaeology, emphasizing topics such as quantitative applications, spatial analysis, cultural processes, systems analysis, the application of dating techniques, and the reconstruction of extinct cultures. Prerequisite(s): A ANT 104.

**A ANT 431 Seminar in Social Archaeology (3)**

Seminar on selected topics in the archaeological study of past social organization. Topics will vary. Examples include settlement patterns, household organization, economic processes, urbanism, and world systems. Topics will be

approached in terms of methods, theories, and comparative analysis. May be repeated for credit.

**A ANT 433 Mesoamerican Archaeology (3)**

Archaeological study of the ancient peoples and cultures of Mesoamerica from the earliest inhabitants to the Spanish conquest. Coverage is chronological and evolutionary, with application of anthropological models of cultural change. Emphasis on the major transformation such as the origin of agriculture, the rise of cities, and the expansion of states and empires. Prerequisite(s): A ANT 104 or equivalent, or permission of instructor.

**A ANT 434 Seminar in Mesoamerican Writing Systems (3)**

Seminar on selected Mesoamerican writing systems. Focus varies, but Classic Mayan writing is usually emphasized. Topics include the structure and evolution of the scripts; relations between writing and other communication systems; and anthropological research using hieroglyphic evidence. May be repeated for credit. Prerequisite(s): course work in Mesoamerican archaeology, ethnology, or linguistics is recommended.

**A ANT 435 Archaeological Surveys (3)**

Survey of the archaeology of a selected region of the world. Topics vary according to the regional specialty of the professor in charge. May be repeated for credit when topic differs. Prerequisite(s): A ANT 104.

**A ANT 437 Northeast Archaeology (3)**

Seminar that focuses on a current or important issue in the archaeology of the cultural complexes and sequences of Northeastern North America from the time of earliest occupation through European contact.

**A ANT 438 Museum Research and Curation (3)**

The course emphasizes collections management and research with existing collections, including database management, basic museum methods for anthropologists, and approaches to problems of using data collected by other researchers. Students design and complete projects using existing collections. Prerequisite(s): A ANT 104.

**A ANT 450/450Z Special Topics in Medical Anthropology (3)**

Study of a selected topic in medical anthropology. May be repeated for credit when topic differs. Consult class schedule for specific topic. Prerequisite(s): junior or senior standing.

**A ANT 472 (= A LCS 472) Social Movements in Latin America (3)**

This class takes an anthropological perspective to discuss contemporary Latin American social movements. It considers why the intensification of social movements throughout the region may follow some traditional forms of resistance and mobilization, but also why it is a response to neoliberal globalization. These new movements seek to define a novel relation to the political realm. Unlike traditional guerrilla movements or electoral expressions of the left, they are not fundamentally organized to seize state power. Yet they have contributed to



destabilizing, even, ousting governments. Social movement formation and resistance to neoliberalism are explored. Social movements, such as the indigenous mobilizations in Ecuador, mobilizations against water privatizations and gas pipeline investments in Bolivia, the Zapatista movement in Mexico, landless rural workers in Brazil, Afro-Colombians resisting investors, and the urban worker strikes in Argentina, are covered. Only one version may be taken for credit. Prerequisite(s): one course in anthropology, sociology, political science or geography.

**A ANT 475 The Folktale (3)**

This course examines the folktale in its oral and literary forms, with principal emphasis on the fairy tale or magic tale. Folktales are artistic creations that organize emotional experiences into a story form that has universal appeal, but which varies in accordance with ethnicity, gender, class, and other cultural and social factors. The course traces the folktale's history in Europe, from the earliest publications to the present, and explores different approaches to understanding this narrative form. Course material also includes contemporary oral tale-telling traditions from around the world and retellings of traditional tales in literature and film. Students gain experience in oral tale-telling and tale composition. The course is inter-disciplinary, combining anthropological, folkloristic, and literary approaches. Prerequisite(s): junior or senior standing or permission of instructor.

**A ANT 480 Introduction to Ethnographic Field Research (3)**

Ethnographic fieldwork experience for qualified undergraduates. Study of fieldwork methodology and principles together with actual fieldwork on selected topics under faculty supervision. Prerequisite(s): junior or senior standing and permission of instructor.

**A ANT 481 (= A LCS 491) Research Projects (3-6)**

Introduction to basic research skills required to answer questions on human behavior, with special emphasis on cross-cultural communication and learning and dynamics of cross-cultural interaction. Specific research projects familiarize students with the basic research methods including data collection, processing, and analysis. Only one version may be taken for credit. Prerequisite(s): junior or senior standing and permission of instructor.

**A ANT 482 Honors Seminar In Anthropology (3)**

Students in the honors program should enroll in both A ANT 482 and 483 for a total of 6 credits during the fall and spring of their senior year. Students will write an honors thesis under the supervision of a member of the Anthropology Department, present periodic progress reports, and deliver an oral summary of the completed thesis. Prerequisite(s): admission to the Anthropology Department honors program.

**A ANT 483 Senior Honors Thesis Seminar (3)**

Students in the honors program should enroll in both A ANT 482 and 483 for a total of 6 credits during the fall and spring of their senior year. Students will write an honors thesis under the supervision of a member of the Anthropology

Department, present periodic progress reports, and deliver an oral summary of the completed thesis. Prerequisite(s): admission to the Anthropology Department honors program.

**A ANT 490 (= A CLA 490) Internship in Archaeological Conservation and Documentation (3-9)**

Supervised placement in an agency engaged in conservation and documentation of archaeological artifacts, such as the New York State Museum or State Conservation Laboratory. Provides practical experience. Anthropology majors may use up to 3 credits toward major elective credit. May be taken by majors in anthropology only. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. Prerequisite(s): permission of instructor. S/U graded.

**A ANT 493 Fieldwork in Mesoamerica: An Orientation (1)**

General overview of the social and economic contexts of an ethnographic field site in Mesoamerica. Emphasis is on the pragmatics of living in another cultural setting and preparing for a one-month intensive ethnographic research project. Discusses IRB guidelines and the specific ethnographic field project. Specific content of the course varies according to location of ethnographic project and location of that project. Prerequisite(s): permission of instructor. S/U graded.

**A ANT 497 Topics in Anthropology (3)**

Advanced course on selected topic in anthropology. May focus on geographic or theoretical area. May be repeated for credit when topic differs. Prerequisite(s): junior or senior standing and permission of instructor.

**A ANT 498 Independent Study in Anthropology (1-6)**

Independent reading or research on selected topics under the direction of a faculty member. May be repeated for credit to a maximum of 12 credits. Prerequisite(s): junior or senior standing.

**A ANT 499 Senior Seminar in Anthropology (3)**

Seminar on selected topics in anthropology. Open to seniors with permission of instructor. Recommended for majors planning graduate work. May be repeated for credit.

**Department of Art and Art History**

**Faculty**

*Professors Emeriti*

- Robert M. Bernstein, Ph.D.  
(Collins Fellow)  
Columbia University
- David Carbone, M.F.A.  
Brooklyn College, CUNY
- Robert Cartmell, M.F.A.  
University of Iowa

- Phyllis J. Galembo, M.F.A.  
University of Wisconsin
- Mark A. Greenwold, M.F.A.  
Indiana University
- Arthur G. Lennig, Ph.D.  
University of Wisconsin
- Edward A. Mayer, M.F.A.  
University of Wisconsin
- Thom O'Connor, M.F.A.  
Cranbrook Academy
- John C. Overbeck, Ph.D.  
University of Cincinnati
- Paul W. Wallace, Ph.D.  
Indiana University

*Professors*

- JoAnne Carson, M.F.A.  
University of Chicago
- Sarah R. Cohen, Ph.D.  
(Department Chair)  
Yale University

*Associate Professors*

- Amy R. Bloch, Ph.D.  
Rutgers University
- Leona Christie, M.F.A.  
University of Washington
- Rachel Dressler, Ph.D.  
Columbia University
- Adam Frelin, M.F.A.  
University of California, San Diego
- Daniel Goodwin, M.F.A.  
Hunter College
- Michael R. Werner, Ph.D.  
Stanford University

*Assistant Professors*

- Rakhee Balaram, Ph.D.  
Courtauld Institute
- Melissa Thorne, M.F.A.  
California Institute of the Arts

*Lecturers*

- Shira Segal, Ph.D.  
Indiana University
- Kianja Strobert, M.F.A.  
Yale University

*Sculpture Technician*

- Roger Bisbing, M.F.A.  
Syracuse University

*Adjuncts (estimated): 18*

*Teaching Assistants (estimated): 13*

The Department of Art and Art History offers a 36 credit major in art, a departmental art major of 60 credits, a 36 credit major in art history, and Honors programs in both art and art history. In addition students can minor in art or art history. The Department of Art and Art History also houses the film studies minor. The foundation of the studio art majors is a core curriculum in drawing, two- and three-dimensional design, and art history; areas of concentration are painting and drawing, sculpture, printmaking, and photography.

The major in art history offers a range of courses drawn from offerings in art history within the department, and from other departments and programs in the College of Arts and Sciences, including anthropology and East Asian studies. The University Art Museum offers a wide variety of exhibitions that enhance and extend the offerings of the Department of Art and Art History.

## Careers

In addition to the traditional careers in fine art, commercial art, art history and criticism, students who immerse themselves in our art and art history curricula emerge with an understanding of visual literacy at a time when our culture as a whole is becoming increasingly dependent upon visual communication. Career paths include various positions in art museums and galleries, art conservation, the teaching of art and art history, art therapy, furniture design, industrial design, interior design, stage and costume design, graphic design, film production, TV production, medical archaeology and anthropological illustration, and animation.

## Degree Requirements for the Major in Art

**General Program B.A.:** 36 credits, including at least 12 credits at the 300 level or above, to be distributed as follows: 18 credits are core requirements: A ART 105, 110, 115, 144 and A ARH 170 and 171; 18 credits are from electives with an A ART prefix; 3 of these credits may be from any course that applies to the art history major (see below.)

## Degree Requirements for the Departmental Major in Art

**General Program B.A.:** 60 credits including a 30-credit core requirement consisting of A ART 105, 110, 115, 144, 205, 220, 230, 240 or 242, 244, 305, and 491; 12 credits in art history consisting of A ARH 170 and 171 and 6 credits from courses that apply to the art history major (see below); 3 credits in studio art electives; and a 15-credit concentration in either painting and drawing, sculpture, printmaking, or photography.

## Admission to Departmental Major in Art

The 60-credit art major is aimed at encouraging students who demonstrate both an unusual degree of accomplishment and potential. In the second semester of

their sophomore year, or thereafter, students should submit from 12 to 20 works of art, in a portfolio or sheet of slides, to the Art and Art History Department for review. The portfolio should reflect a student's intended area of focus: digital media, painting and drawing, photography, printmaking, or sculpture. The portfolio review is intended to give students an opportunity to demonstrate a maturing level of visual culture and the emergence of an artistic voice. Ultimately, an exemplary portfolio will display a high level of visual literacy and technical ability at the service of individual expression. This orientation will lead a student to further study at art school or at graduate school. Portfolios should be submitted to the art department secretary during the seventh week of the semester.

If a student is accepted as a 60-credit art major, the student should seek advisement from the undergraduate adviser and the faculty member they work with most to determine a set of personal goals within their remaining course of study.

## Honors Program in the Departmental Major in Art

The Honors Program is designed for the exceptionally talented and committed student of art. Successful completion of the program is excellent preparation for graduate work in the Fine Arts. Studio space for Honors Students is limited. Successful completion of the program earns an Honors Certificate in Art and a nomination for graduating with "Honors in Art" from the University.

Students may present a portfolio for admission to the Honors Program to the Undergraduate Director in the second semester of their junior year or the first semester of their senior year. In order to be eligible for admission to the Honors Program, a student must be accepted as a 60-credit major and have completed at least 12 credits of studio course work. An applicant should have an overall grade point average of 3.25 or higher and a 3.5 or higher in all courses applicable toward the major. Applicants must submit a portfolio of 10 works in their area of concentration. The portfolio must demonstrate visual literacy, technical mastery, creative potential, and the drive and maturity to work independently in order to cultivate a distinctive personal direction. The Honors Committee may waive the entry requirements where appropriate. Decisions of the Honors Committee are final and are not subject to review or appeal.

Students in the Honors Program are required to complete a minimum of 60 credits, meeting all the requirements of the major. In addition, students must complete an Honors Project for 6-12 credits of studio course work and complete A ART 496, the Mentor Tutorial. The Honors Project mentor will be a member of the faculty who regularly works with the student in the student's area of concentration. Critiques will be conducted during regular course offerings. An overall grade point average of 3.25 or higher and an average of 3.5 or higher in all courses applicable toward the major must be maintained in each semester of the program. Students dismissed from the program cannot be readmitted unless the grades on which dismissal is based were in error and are officially changed.

## Degree Requirements for the Major in Art History

The purpose of the major in Art History is to introduce students to the principles and methods of art history and visual literacy, and to encourage their intellectual exploration of art and architecture in historical culture. Advisement, internship supervision and career counseling are conducted by the Art History faculty.

**General Program B.A.:** A minimum of 36 credits.

*Required Core Courses* (12 credits): 9 credits from A ARH 170, 171, 230, 241, 250, 260, 270, 285; 3 credits from A ARH 450 or 499.

*Lower Division Electives* (6 credits): A ARH 205-298; A ANT 233/A LCS 233; A CLA 207, 208, 209; A EAC 280.

*Upper Division Electives* (18 credits): all 300 and 400 level A ARH courses; A ANT 334, 433; A CLA 490; A HIS 303Z.

## Honors Program in Art History

The Honors program in Art History allows declared Art History majors who have excelled in at least their first 12 credits of Art History coursework to pursue an advanced program of study and independent research. At the time of entry into the Honors program students must have at least a 3.50 GPA in the Art History major and a 3.25 GPA overall, and they must maintain these levels of achievement throughout the rest of their coursework. Students may request entry into the Honors program from their faculty academic advisor. They will be admitted provided they have the necessary GPA requirements and that they will have enough time left in their academic years to fulfill the Honors requirements.

## Degree Requirements for Honors in Art History

*Required Core Courses* (12 credits): 9 credits from A ARH 170, 171, 230, 241, 250, 260, 270, 285; 3 credits from A ARH 450 or 499.

*Lower Division Electives* (6 credits): A ARH 205-298; A ANT 233/A LCS 233; A CLA 207, 208, 209; A EAC 280.

*Upper Division Electives* (18 credits): all 300 and 400 level A ARH courses; A ANT 334, 433; A CLA 490; A HIS 303Z.

### Within their elective coursework, Honors students must take at least one course from each of the following areas:

- Ancient Art (A ARH 205-209; A ARH 270; A ARH 301-302; A ARH 401-406; A CLA 490)
- Medieval Art (A ARH 230; A ARH 303; A ARH 331-332; A ARH 432; A ARH 442)
- Early Modern Art (A ARH 341-352; A ARH 450)
- Modern and Contemporary Art (A ARH 365-366; A ARH 466-468)
- Film and Photography (A ARH 260-269; A ARH 361-363; A ARH 367-369; A ARH 460-462)
- Non-Western Art (A ARH 280; A ANT 233; A ANT 344; A ANT 433)

### Within their upper-level elective coursework, Honors students must also take:

**A.** An additional research seminar (A ARH 499, which can be repeated for credit, or A ARH 450): In this additional research seminar, Honors students must fulfill two out of the following three special research tasks:

- Examination of an original work of art, or a building or archaeological site
- Research in a foreign language
- Incorporation of three or more primary sources into his or her research

**B.** Two consecutive Independent Study courses (A ARH 497) in their last two semesters, in which they pursue an Honors thesis under the supervision of a faculty member in Art History

- The thesis may consist of two separate but thematically interlinked research papers, completed in each of the two semesters; or it may consist of four interlinked papers, two per semester; or

it may be a single paper whose research and preparation extends over both semesters. In all cases the student must produce 60 pages of writing, including endnotes and bibliography. The research the Honors students perform on their thesis must incorporate two out of the three special "Honors" tasks identified above.

### Evaluation of Honors students

Halfway through their last semester, Honors students must give an oral presentation on their Honors thesis to the Honors committee, which will be composed of three members of the Art History faculty, as well as the Honors supervisor if he or she is not on the committee. The committee will use an agreed-upon standard of assessment to evaluate the student's performance, including the following:

- The thesis must be clearly developed and the findings near or at completion.
- The presentation must thoroughly present both thesis and findings, using Power Point slides (or an equivalent presentation tool) with images.
- The presentation should take approximately 30 minutes, followed by a 30-minute period of questions by the faculty committee.

The faculty committee's assessment of the presentation will be factored into the final grade awarded by the faculty member of record who is supervising the Honors thesis. At the presentation the committee will also offer constructive feedback for the student to use in completing his or her thesis.

## Courses in Art

### A ART 105 Beginning Drawing (3)

Drawing encompasses all the visual disciplines; it will be taught as a way of thinking and planning for other fields of creative endeavor. Drawing is a way of seeing, thinking, and feeling through making marks. Students will be exposed to objective drawing techniques with an emphasis on two-dimensional design.

### A ART 110 Two-Dimensional Design (3)

The principles of two-dimensional design and composition intended primarily as a preparatory course for all other courses concerned with the two-dimensional approach.

### A ART 115 Three-Dimensional Design (3)

A problem-solving introduction to the principles and elements of three-dimensional design. Demonstrations and implementations of equipment, methods and materials encourage students to develop their interpretive and technical facility, while solving problems that deal with form, space, structure, scale and volume. Course fee applies. Consult the Schedule of Classes.

### A ART 144 Fundamentals of Photography and Related Media (3)

Photography and related media have moved to the center of nearly all aspects of artistic practice. In this foundational course, the convergence of photography the related media that inform and are informed by it (including video and digital media) are explored through hands-on projects and readings designed to increase students' aesthetic and technical vocabulary. Students are also introduced to the work of significant contemporary artists who work with photography. Course fee applies. Consult the Schedule of Classes.

### A ART 205 Life Drawing (3)

A studio course for students with one semester of drawing experience. This course offers extended opportunities to draw the human figure. Emphasis will be placed on the underlying conceptual structures of perceptual relationships. Students will be asked to master the description of bodily forms deployed in a coherent pictorial space. Prerequisite(s): A ART 105.

### T ART 210 Experiments in Visual Thinking (3)

Experiments in Visual Thinking is an idea-oriented course in which students learn how to think and communicate visually. Through individual and group projects, students will work toward developing an expanded visual vocabulary while learning how to visually convey their ideas and interests. Rather than start a project by determining the discipline to work within (painting, game design, landscape architecture...), we will begin each assignment by exploring a list of interests, issues, and concerns that are both relevant to the student and the contemporary world: the self, the environment, network culture, globalization, just to name a few. Each student will be asked to translate the topic into a visual outcome. Through a continual exchange of technical and conceptual feedback, each student will create a series of finished projects that illustrate their ability to think visually and act upon that thinking. Class time will be devoted to lectures, class discussions, presentations, demonstrations, work time, and critique. Equally, this course will explore the expanded role of a visually creative person in the 21<sup>st</sup> century, not only focusing on the traditional role of creator, but also on the contemporary roles of facilitator, manager, and collaborator. Open to Honors College students only.

### A ART 220 Beginning Sculpture (3)

The course work involves representing and interpreting the human form in 3-dimensions, developing eye/hand coordination, and understanding the importance of proportions and relationships. Working from the live model, students learn about the characteristics, potentials, and limits of water-based clay (terra-cotta, when fired), the need for and construction of an armature, and the techniques of modeling full-scale and proportional-scale representations of the male/female form. Final project includes a self-portrait exercise and an inventive transformation. Visual presentations and demonstrations supplement students' first-hand experiences. Prerequisite(s): A ART 115 or permission of instructor. Course fee applies. Consult the Schedule of Classes.

**A ART 230 Beginning Painting (3)**

An introduction to the language of painting through studio practice. Students will work toward mastering the skills of color mixing as they apply to painting from life. This course stresses the discipline of perceiving the optical effects of light and color in nature and translating them into a pictorial space. Prerequisite(s): A ART 205 or permission of instructor.

**A ART 240 Contemporary Etching (3)**

In this class, students will be introduced to etching as both a historical and contemporary medium of expression. Projects will explore drawing and printing with line, tone, and texture via the traditional techniques of hard and soft ground etching, drypoint, and aquatint. Additionally, students will learn to integrate digital imaging in the creation of their intaglio prints. Assignments will address issues of representation, abstraction, cultural critique, and personal expression. Prerequisite(s): A ART 105 or permission of instructor. Course fee applies. Consult the Schedule of Classes.

**A ART 241 Silkscreen Printmaking (3)**

This studio art course introduces silkscreen printmaking, also known as serigraphy, as a contemporary medium for exploring the “democratic multiple,” and the artistic and cultural legacy of Pop Art and Andy Warhol. Students will use stencils, photo-mechanical exposure, and water-based methods to combine drawing, photography, digital design, color, found images, and collage into complex images. Projects will be printed on paper and other surfaces. Prerequisite(s): A ART 105 or A ART 110 or permission of instructor. Course fee applies. Consult the Schedule of Classes.

**A ART 244 Introduction to Contemporary Darkroom Practices (3)**

Introductory studio art course in photography and digital imaging which will concentrate on contemporary art and techniques tied to darkroom photography. Students spend the semester making and critiquing images. The operation of cameras, enlargers, chemistry, scanners, printers and other related photographic equipment will be covered, as will camera-less photography, hand-coated emulsion and film cross-processing experiments. Beyond strictly technical aspects students will examine how images inform and are informed by “meaning.” As a group, the class will explore the multifaceted of photography as an art form through lectures, demonstrations, hands-on experimentation, and the group critique forum. Prerequisite(s): A ART 144 or permission of instructor. Course fee applies. Consult the Schedule of Classes.

**A ART 250 Introduction to Digital Imaging (3)**

An introduction to the technical and theoretical issues of the computer in the visual arts. The convergence of photography and digital media is explored through hands-on projects and readings designed to increase students’ aesthetic and technical vocabulary. Topics covered include basic scanning and manipulation of photographic imagery through raster-based graphics programs, and fine art digital printmaking, as well as an introduction to web graphics.

Prerequisite(s): one studio art course or permission of instructor. Course fee applies. Consult the Schedule of Classes.

**A ART 282 Introduction to Video Postproduction (3)**

An introduction to the technical and theoretical issues of the computer in the visual arts with a focus on digital video. Digital video post-production is explored through hands-on projects and readings designed to increase students’ aesthetic and technical vocabulary. Topics covered include basic non-linear editing with Final Cut Express/Pro, including graphics, titles, effects, importing/exporting, and sound editing. Also covered will be the preparation and creation of DVDs with iDVD and DVD Studio Pro.

**A ART 298 Topics in Art (3)**

Introductory study of a special topic in fine arts not otherwise covered in the curriculum. May be repeated for credit when the topic varies.

**A ART 300 Art and Psychology (3)**

This course explores the influence of 20<sup>th</sup> century psychological thought on the contemporary creative process. We will investigate the works of art and explore creative processes that are directly related to the mapping of the modern psyche. Readings will include writings by both artists and psychologists, including texts by Freud, Lacan, Jung, Breton, Miro, etc. Students will be expected to make class presentations and produce visual projects. Prerequisite(s): A ARH 170, 171 and A ART 205. May not be offered in 2018-2019.

**A ART 305 Intermediate Drawing (3)**

A studio course for students with two semesters of drawing experience. This course offers extended opportunities to draw from life combined with an awareness of various pictorial traditions and procedures. The development of a personal direction is strongly encouraged through challenging projects. May be repeated once for credit. Prerequisite(s): A ART 205.

**A ART 310 Studio Experiments in Visual Thinking (3)**

An idea-oriented course designed to help students solve visual and artistic problems through invention and interpretation. Emphasis will be placed on imagination and experimentation with alternative and traditional materials, and students will work toward developing an expanded, personal, visual vocabulary. May be repeated once for credit.

**A ART 320 Intermediate Sculpture (3)**

An exploration of traditional and nontraditional materials, processes and concepts of sculpture with an emphasis on fabrication, assemblage and installation ideas and actualization of finished sculptural pieces. Prerequisite(s): A ART 115. Course fee applies. Consult the Schedule of Classes.

**A ART 321 Sculpture Fabrication Techniques (3)**

A sequence of workshops and demonstrations exploring fabrication, additive processes and assembly techniques used in sculpture. Instruction is given on the materials and techniques used to cut, form and join aluminum, steel, wood

and plastics. The student will become conversant with oxy-acetylene and electric welding (stick, MIG and TIG) equipment; woodworking tools, mechanical fasteners and industrial materials. Prerequisite(s): A ART 115 or permission of the instructor. Course fee applies. Consult the Schedule of Classes.

**A ART 322 Sculpture Casting Techniques (3)**

A sequence of workshops exploring techniques of learning to make molds in plaster, flexible rubber and classic investment, used in casting ceramic, wax, plaster, concrete, plastic resins, aluminum, bronze and other materials involved in generating sculpture. Prerequisite(s): A ART 115 or permission of the instructor. Course fee applies. Consult the Schedule of Classes.

**A ART 330 Intermediate Painting (3)**

A studio course for students with one semester of oil painting experience. This course offers extended opportunities to paint from life combined with an awareness of various pictorial traditions and procedures. The development of a personal direction is strongly encouraged through challenging projects. May be repeated once for credit. Prerequisite(s): A ART 205 and 230. May not be offered in 2018-2019.

**A ART 331 Painting in Water-Based Media (3)**

A studio course for students with two semesters of drawing experience. An introduction to the language of painting through the use of a variety of water-based media (ink, gouache, watercolor, egg tempera). Students will be asked to master several media-related procedures and develop coherent pictorial constructions. Prerequisite(s): A ART 205.

**A ART 335 Color Theory and Pictorial Tradition (3)**

In this combined studio/lecture course, students will examine a range of color theories and their application to specific works of art. Emphasis will be on the expressive role of color in various pictorial traditions. Students will be given an extensive vocabulary of color concepts and related studio exercises. Prerequisite(s): A ART 110. May not be offered in 2018-2019.

**A ART 340 Intermediate Etching (3)**

A studio course for students with one semester of etching experience. Students will create images on and of paper with more complex intaglio and digital printmaking techniques, including multiple color printing. Projects will emphasize individual direction, ambition, research, and personal expression. May be repeated once for credit. Prerequisite(s): A ART 240 or permission of instructor. Course fee applies. Consult the Schedule of Classes.

**A ART 341 Concept and Process in Printmaking (3)**

Through the media of etching and digital printmaking, students will learn to invent and manipulate image-making systems and tools in order to make art. Conceptual art history and practices will be introduced, including the use of chance operations; the integration of text and image; and printmaking as a documentation of performance art. Studio projects will also explore the nature and potential of printmaking materials and surfaces, and the possibilities of printing

on non-traditional substrates. Prerequisite(s): A ART 240, 242, 250, or permission of instructor. Course fee applies. Consult the Schedule of Classes.

### **A ART 342 Contemporary Lithography II (3)**

A studio course for students with one semester of lithography experience. Students will create images on and of paper, including print-based installations and sculptural prints. Projects will emphasize individual direction, ambition, research, and personal expression. Prerequisite(s): A ART 240 or permission of instructor.

### **A ART 343 Post-Pop Printmaking (3)**

An exploration of the manual tools of printmaking and the digital tools of drawing and design software to create visual appeal through composition, abstraction, pattern, and color. Students will be introduced to social and historical contexts for the graphic arts, as they relate to both the fine arts and cultural resistance movements. Studio projects will emphasize the investigation of the concepts of the artist as shopper, consumer, and as brand creator. Prerequisite(s): A ART 240, 242, 250, or permission of instructor. Course fee applies. Consult the Schedule of Classes.

### **A ART 344 Intermediate Photography and Digital Imaging (3)**

In-depth investigation of traditional chemical-based black and white as well as digital techniques and image-making skills, with an emphasis on the archival fine-art print. The convergence of traditional photography and digital media is explored through hands-on projects and readings designed to increase students' aesthetic and technical vocabulary. Students are also introduced to the work of significant contemporary artists who work with photography and work with increased independence on the development of their portfolio. Prerequisite(s): A ART 244 or permission of instructor. Course fee applies. Consult the Schedule of Classes.

### **A ART 345 The Monotype (3)**

Studio experience in most processes in the making of monotypes. Emphasis is on water-based, nontoxic materials. Prerequisite(s): A ART 105 or permission of instructor.

### **A ART 346 Introductory Film Production (3)**

Seeing and thinking in cinematic terms, with an introduction to the process and equipment with which the filmmaker works. Cameras, lenses, film emulsions and editing procedures are studied in the making of short silent films. Prerequisite(s): A ARH 260, or A COM 238 and permission of instructor. May not be offered in 2018-2019.

### **A ART 347 Non-silver Photography (3)**

Exploration of the various methods of applying light-sensitive emulsions to materials (cloth, paper) and printing from them rather than from the traditional silver-based photographic paper. This method enables the student to work in a more painterly printmaking manner. Prerequisite(s): A ART 344. Course fee applies. Consult the Schedule of Classes.

### **A ART 348 Color Photography (3)**

Utilization of traditional film transparency and negative materials, as well as advanced digital workflow in color photography with emphasis on digital color printing. Students are also introduced to the work of significant contemporary artists who work with color photography. Prerequisite(s): A ART 344 and permission of instructor. A ART 110 recommended. Course fee applies. Consult the Schedule of Classes.

### **A ART 349 Artists' Books/Narrative (3)**

Theory, form, and practice of making images in sequence, with an emphasis on the timing and spacing of visual narrative. The structure of the artists' book will be explored, and will include an introduction to basic hand bookbinding techniques. Projects will involve the creation of editioned multiples and one-of-a-kind hand-made book objects. Prerequisite(s): A ART 240, 242, 250, 348, or permission of instructor.

### **A ART 350 Intermediate Digital Imaging (3)**

An intensive exploration into the uses of the computer in the fine arts. This course builds on concepts introduced in A ART 250. Emphasis is placed on correlating technical concerns with theoretical, conceptual, and aesthetic content. Students are expected to develop a portfolio through challenging projects. Prerequisite(s): A ART 250 or permission of instructor. Course fee applies. Consult the Schedule of Classes. May not be offered in 2018-2019.

### **A ART 351 Intermediate Screenprinting (3)**

This is a studio course for students with one semester of silkscreen printmaking experience. Students will continue to use stencils, photo-mechanical exposure, and water-based methods to combine drawing, photography, digital design, color, found images, and collage into complex images. Projects will be printed on paper and other surfaces. The development of a personal direction is strongly encouraged through the focus on a series of self-directed, portfolio-oriented projects. May be repeated once for credit. Prerequisite(s): A ART 241 or permission of instructor. Course fee applies. Consult the Schedule of Classes.

### **A ART 381 Advanced Video Postproduction (3)**

A continuation of introduction to Video PP, this course focuses on the technical and theoretical issues of the computer in the visual arts with a focus on digital video. Digital video post-production is explored through hands-on projects and readings designed to increase students' aesthetic and technical vocabulary. Topics covered include advanced non-linear editing techniques with Final Cut Pro with an emphasis on long form narrative videos and effect-based art videos, including techniques like keying and compositing with an introduction to the post-production program After Effects. Prerequisite(s): A ART 282. May not be offered in 2018-2019.

### **A ART 382 (= A ARH 369) Experimental Film and Video (3)**

This course is an introduction to the elements, structure, and history of experimental film and video art. Experimental film and Video Art share

similarities in their fundamental historical development but adopt very different approaches in style, form, and media. This course will follow each development through screenings and discussions relating to film and video beginning in the 1920's to the present. Prerequisite(s): A ARH 260 or 267 or A ART 280. May not be offered in 2018-2019.

### **A ART 383 (formerly A ART 280; = A ARH 383) History and Practice of Video Art I (3)**

In this course students will be seeing and making video art. Post production techniques in Apple Final Cut Pro and a variety of audio software are covered. Regular screenings and discussions are held to understand the lineage of the media and provide feedback on each other's work. Class time is spent working on assignments, screenings, lectures and discussion. A significant amount of out of class time will be needed to complete projects. May not be taken by students with credit for A ARH 283 or A ART 280. Only one version may be taken for credit. Prerequisite(s): A ART 244, 250 or A ARH 171 or permission of instructor.

### **A ART 384 (formerly A ART 281; = A ARH 384) History and Practice of Video Art II (3)**

Follow-up to History and Practice of Video Art I, this course more thoroughly engages the technical and theoretical issues of the computer in the visual arts with a focus on digital video. Digital video post-production is explored through hands-on projects and readings designed to increase students' aesthetic and technical vocabulary. Topics covered include basic non-linear editing with Apple Final Cut Pro, and various image and sound editing software/hardware. May not be taken by students with credit for A ART 281 or A ARH 268. Only one version may be taken for credit. Prerequisite(s): A ART 383, A ARH 383 or permission of instructor.

### **A ART 390 Topics in Printmaking (3)**

Special projects in print processes ranging from relief printing to color viscosity etching. May be repeated for credit when topic varies (up to 12 credits). Prerequisite(s): A ART 240 or 242. Course fee applies. Consult the Schedule of Classes.

### **A ART 405 Advanced Drawing (3)**

A studio course for students with two or three semesters of drawing experience. Individual attention is combined with technical and formal criticism in the development of a personal visual idiom. In this course, stress will be placed on how the history of drawing helps to reveal a student's potential. May be repeated once for credit. Prerequisite(s): A ART 305.

### **A ART 420 Advanced Sculpture (3)**

A focus on contemporary concerns and attitudes in three-dimensional work and media requiring an application of concepts and experience learned and acquired in prerequisite courses and through research, which results in finished sculptures. May be repeated once for credit. Prerequisite(s): A ART 320 and 321, or permission of instructor. Course fee applies. Consult the Schedule of Classes.

**A ART 421 Topics in Sculpture (3)**

Further exploration of sculptural concepts with a focus on individual problems, covering a wide range of media, methods and techniques. An emphasis is on the development, interpretation, realization and presentation of one's ideas. May be repeated for credit when topic varies (up to 12 credits). Prerequisite(s): A ART 320 and 321, or permission of instructor. Course fee applies. Consult the Schedule of Classes.

**A ART 426 (= A MUS 426 & A THR 426)****Music Composition in Electronic Media I (3)**

An introduction to compositional and studio techniques for electronic music composition. Students will gain exposure to digital audio editing and sequencing, basic signal processing, and relevant musical structures. Projects will reflect a variety of aesthetic approaches and disciplines from experimental traditions, sound art, multimedia, and more popular forms. Only one version of A ART 426 can be taken for credit. Prerequisite(s): A MUS 100 or permission of instructor.

**A ART 427 (= A MUS 427 & A THR 427)****Music Composition in Electronic Media II (3)**

This course is an advanced seminar in sound design, audio art, electronic musical composition, and related fields, with an emphasis on evaluation and discussion of creative studio work produced by students. A continuation of studies initiated in A ART/A MUS/A THR 426, with a focus on advanced techniques and aesthetics. Only one version of A ART 427 may be taken for credit. Prerequisite(s): A ART/A MUS/A THR 426, or permission of instructor. May not be offered in 2018-2019.

**A ART 428 (= A MUS 428 & A THR 428)****Sound Design for Film, Theatre, and Media (3)**

Studio projects grounded in theory and history of sound and musical composition for multimedia fields, among them film, video, and theater. Students will work on original studio projects in a variety of disciplines. Only one version of A MUS 428 may be taken for credit. Prerequisite(s): at least one of the following: A MUS 426, A ART 426, A THR 426, A ART 282, A ART 383, A DOC 406, A HIS 406, or permission of instructor.

**A ART 429 (= A MUS 429 & A THR 429)****Seminar in Musical Improvisation II (3)**

An introduction to the skills and aesthetics of musical improvisation across multiple musical genres. The course will span the needs and interests of students with both limited and extensive experience with improvisation. Individual and collective improvisational forms will be explored. This course may be repeated twice for credit. Prerequisite(s): A MUS 100 or permission of instructor.

**A ART 430 Advanced Painting (3)**

A studio course for students with two or three semesters of oil painting experience. Individual attention is combined with technical and formal criticism in the development of a personal visual idiom. In this course, stress will be placed on how the history of painting helps to reveal

a student's potential. May be repeated once for credit. Prerequisite(s): A ART 330.

**A ART 434 Topics in Drawing (3)**

A studio course for students with at least two semesters of drawing experience. In depth study of selected topics in drawing not otherwise covered in the curriculum. Students will be guided through several pictorial models and procedures, seeking both mastery and a pictorial persona. May be repeated for credit when topic varies (up to 12 credits). Prerequisite(s): A ART 205.

**A ART 435 Topics in Painting (3)**

A studio course for students with two or three semesters of oil painting experience. In-depth study of selected topics in painting not otherwise covered in the curriculum. Students will be guided through a variety of pictorial paradigms, seeking both mastery and a pictorial persona. May be repeated for credit when topic varies (up to 12 credits). Prerequisite(s): A ART 330.

**A ART 440 Advanced Printmaking (3)**

A studio course for students with at least one 300-level class in etching or digital printmaking. Students will create images on and of paper with more complex etching, digital printmaking, woodcut, or collage processes. Projects will emphasize individual direction, ambition, research, and personal expression. May be repeated once for credit. Prerequisite(s): A ART 340 or A ART 341 or A ART 343 or A ART 349, or permission of instructor. May not be offered in 2018-2019.

**A ART 444 Advanced Photography and Digital Imaging (3)**

Advanced work in fine art photography; covers traditional chemical-based black and white as well as digital techniques and image-making skills, including web, CD-ROM and DVD design. Installation and presentation techniques are investigated in preparation for work beyond graduation. The convergence of traditional photography and digital media is explored through hands-on projects and readings designed to increase students' aesthetic and technical vocabulary. Students are also introduced weekly to the work of significant contemporary artists who work with photography, and are expected to work independently on the development of their portfolio. May be repeated once for credit. Prerequisite(s): A ART 344 or permission of instructor. Course fee applies. Consult the Schedule of Classes.

**A ART 445 Advanced Monotype (3)**

Continuation of A ART 345. Emphasis will be on individual approaches to ideas and various print techniques. Prerequisite(s): A ART 345.

**A ART 446 Topics in Photography (3)**

Expansion of camera skills and photographic techniques. Individual interests and abilities play a major role in established course content. May be repeated for credit when topic varies (up to 12 credits). Prerequisite(s): A ART 244 or permission of instructor. Course fee applies. Consult the Schedule of Classes.

**A ART 447 Advanced Film Production (3)**

This course builds on filmmaking skills acquired in Introductory Film Production. Students explore cinematic narrative structures, styles of editing, and setting the mise-en-scène. Students will make a fictional work on film or videotape that focuses on their own life experience. Prerequisite(s): A ART 346. May not be offered in 2018-2019.

**A ART 450 Advanced Digital Imaging (3)**

An exploration of some of the more sophisticated concepts, processes, and software involved in digital fine art. Students develop self-directed projects that reflect not only a technical proficiency with the media explored, but a thoughtfully developed conceptual thread. Weekly readings in current digital media theory and criticism provide insight into the work of emerging artists, and a wide range of techniques, media, and software are covered, including: advanced 2-D image manipulation, web graphics, and high-resolution fine art printmaking, as well as introductions to interactive multimedia and digital video. Emphasis is placed on finding the most appropriate solutions for each student's individual project. Prerequisite(s): A ART 250 or permission of instructor. Course fee applies. Consult the Schedule of Classes. May not be offered in 2018-2019.

**A ART 451 Advanced Screenprinting (3)**

This is a studio course for students with at least two semesters of silkscreen printmaking experience. Students will continue to use stencils, photo-mechanical exposure, and water-based methods to combine drawing, photography, digital design, color, found images, and collage into complex images. Projects will be printed on paper and other surfaces. The development of a personal direction is strongly encouraged through the focus on a series of self-directed, portfolio-oriented projects. May be repeated once for credit. Prerequisite(s): A ART 351 or permission of instructor.

**A ART 481 Video Installation (3)**

A studio course on the basics of video installation. Students must have prior knowledge of video art practice and sculpture. The course will survey the development of video as an element in 3D installation through videos, exhibitions, and readings. Students will create small scale video installations as exercises in the course. The course will emphasize the use of public space and existing architecture as backdrop or element in the creation of video installations. The final project will involve a group site-specific installation incorporating a public space in the Albany area. Prerequisite(s): A ART 220, A ART 280, or A ARH 267. May not be offered in 2018-2019.

**A ART 490 Internship in Studio Art (1-6)**

Designed for undergraduate students interested in pursuing a career in the arts. Students work with art professionals for one semester. Internships may include assisting the Times Union Photography Department, the Center for Photography at Woodstock, the New York State Museum, and several local galleries, or assisting professional artists. Students complete

an academic component consisting of required meetings with the faculty supervisor in the area of focus, and may involve a journal and portfolio. Art majors may use three credits toward course requirements above the 300 level. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. Consent for the internship must be obtained in the preceding semester by the submission of a plan of intent and a signed contract with a professional organization or individual artist. Prerequisite(s): junior or senior standing, 2.50 or higher GPA, and permission of instructor.

#### **A ART 491 Senior Studio (3)**

As the capstone course for the studio art program, this class is a requirement for all 60-credit studio art departmental majors. It is only offered in the fall semester, and it is to be taken in their senior year. Students are required to create a new body of artwork in their chosen concentration (painting and drawing, photography and related media, printmaking, and sculpture). At the end of the semester each student is expected to exhibit his or her new artwork at an off-campus art venue. Often this results in a group exhibition in which all the students in the class exhibit their artwork together. For this group exhibition, students are required to organize and execute all aspects of the event (staging, lighting, publicity, documentation, refreshments, etc.). Field trips to art institutions in the capital region as well as New York City to look at examples of contemporary artwork and exhibition design will serve as first-hand examples for what they are doing in the classroom. Throughout the semester, students will also learn how to prepare for a career in the arts. Information concerning documenting artwork, disseminating artwork samples, as well as graduate school in art, artist residencies, grants, awards, fellowships, and art-related employment opportunities will be covered in this course. Majors in the 36-credit studio art program will be allowed to enroll in the class if seating is available. Prerequisite(s): senior 60-credit art major or permission of instructor.

#### **A ART 492 Internship in Art Museum Management and Operation (3–4)**

Designed for undergraduate students interested in pursuing a career in Arts Management or the Gallery/Museum administrative field. Projects may include computer database, archival records retrieval and storage, media relations skills, collections management, and exhibition organization and documentation. A final project will be assigned. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. Prerequisite(s): interview by gallery administrative staff and permission of Art Department Chair. *S/U* graded.

#### **A ART 496 Mentor Tutorial (3)**

A tutorial in which readings, discussions, visits to museums and galleries are assigned to build awareness of the relevant traditions supporting an Honors student's development. This tutorial will also include consultation on graduate school applications and instruction on taking slides of

works of art. Prerequisite(s): admission into the departmental Honors Program.

#### **A ART 497 Independent Study (1–4)**

Directed studio project in a selected art area. May be repeated with approval of department chair. Prerequisite(s): junior or senior standing and permission of instructor and department chair. Course fee applies. Consult the Schedule of Classes.

#### **A ART 498 Honors Project I (3–6)**

Studio project in a selected area of concentration. Topics and issues vary according to the needs and goals set by the students with their mentors. The goal of this project is to allow students adequate space and opportunity to cultivate a distinctive personal direction and generate a significant body of work to pursue graduate study. Students will attend appropriate MFA critiques. Prerequisite(s): admission into the departmental Honors Program and permission of instructor.

#### **A ART 499 Honors Project II (3–6)**

The continuation and completion of a studio project set forth in A ART 498. Upon completion of the project, the student will be required to make an oral defense of the work before the Honors Committee. Successful completion of the program earns an Honors Certificate in Art and a nomination for graduating with "Honors in Art" from the University. Students will attend appropriate MFA critiques. Prerequisite(s): A ART 498.

## **Courses in Art History**

#### **A ARH 170 Survey of Art in the Western World I (3)**

Survey of art from prehistoric times through the 14<sup>th</sup> century focusing on architecture, sculpture and painting of the ancient Near East, Egypt, and Europe.

#### **A ARH 171 Survey of Art in the Western World II (3)**

Survey of art from the 14<sup>th</sup> century to the present focusing on painting, sculpture and architecture of Europe and the Americas.

#### **A ARH 205 Myths of the Greek and Roman World in Western Art (3)**

A survey of the major myths of ancient Greece and Rome as they were appropriated for visual imagery and thematic subject matter of western art. Particular periods of art studied will vary; these will include arts of antiquity and may also include painting and sculpture of the Renaissance, the early modern and modern eras. Texts to be studied will feature major literary writings of Greece and Rome in translation. May not be taken by students with credit for A CLC 105.

#### **A ARH 207 (= A CLA 207) Egyptian Archaeology (3)**

A survey of the remains of ancient Egypt from the earliest times to the Roman Empire. The pyramids, temples, tombs, mummies and works of art will be examined in an attempt to understand the unique character of ancient Egypt. Selections from Egyptian religious and historical texts will be read in translation. Only one version of A ARH 207 may be taken for credit.

#### **A ARH 208 (= A CLA 208) Greek Archaeology (3)**

Survey of the prehistoric and historical cultures of ancient Greece, as revealed by archaeology, from the Neolithic to the Hellenistic era, with emphasis on the evolution of pottery style, painting, sculpture and architecture. Only one version of A ARH 208 may be taken for credit.

#### **A ARH 209 (= A CLA 209) Roman Archaeology (3)**

Survey of the monuments of ancient Rome and her empire in a cultural and evolutionary context, including major works of sculpture, wall painting and architecture. Roman towns and principles of town planning also studied. Translated selections from Roman literary and historical sources.

#### **A ARH 221 American Art I (3)**

This course focuses on American art and visual culture from the earliest European explorations through the nation's centennial. The course highlights the role of images in shaping American values and identities and in revealing the experiences of different constituencies. It explores the connections between the visual arts and complex issues, such as nationalism, expansionism, Native American removal, slavery and abolitionism, women's rights, sectionalism, and civil war. It addresses the ways in which visual images relate to the evolution of racial, ethnic, gender, and regional stereotypes, uncovering historical roots for many of today's social, cultural, and moral challenges.

#### **A ARH 222 American Art II (3)**

This course covers American art and visual culture from the dawn of the Gilded Age to the end of the twentieth century. It addresses the relationship between visual images and complex issues, including but not limited to cosmopolitanism, social reform, nationalism, xenophobia, global warfare, environmentalism, civil rights, and feminism. It considers the ways in which the fine arts and popular culture reveal and/or conceal the experiences of different racial, ethnic, gender, and socio-economic groups, and it explores the ways in which visual images engender and/or combat prejudices, stereotypes, and discrimination. The course examines shifting images of labor, immigrants, women, African Americans, and Native Americans, highlighting the power of the visual arts to advocate for and effect change. It emphasizes intersections between art and social, cultural, or moral challenges indicative of America's past, present, and future.

#### **A ARH 225 (= A JST 225 & A HIS 225) The Modern Jewish Experience in Film (3)**

With a specific eye on films, this course examines the transformations of world Jewry as well as important historical themes that crossed geographical areas beginning with the early modern period and continuing throughout nowadays. It is intended to provide an opportunity for students to engage some of the main themes in modern Jewish history by analyzing, watching and discussing American, European, and Israeli feature and documentary movies and videos that document or fictionalize Jewish life in the modern era. Only one version may be taken for credit.

**A ARH 230 The Art of Medieval Knighthood (3)**

The art and culture of medieval European knighthood from its beginnings in mounted soldiers of the eleventh century to its role in elaborate tournaments and jousts of the sixteenth. Attention will be given to the social expression of the knightly class through visual and literary means. Objects of study will include architecture, sculpture, manuscript painting and ivory carvings. Literature will include chivalric epics, romances, and manuals of war. Among the topics to be addressed will be arms and armor, castles and manor houses, the arts of courtly love and the visual spectacle of chivalry.

**A ARH 238 (= A FRE 238) Great Classics of French Cinema (3)**

An introduction with detailed analyses to a dozen of the most well-known French classic films as contributions to the art of cinema and as reflections of French society at various historical moments. Taught in English. May not be used to fulfill the requirements of the major in French. Only one of version of A ARH/A FRE 238 and A FRE 315 may be taken for credit. May not be offered 2018-2019.

**A ARH 240 (formerly A CAS 240) Images and Issues of Diversity in the Visual Arts (3)**

This course will examine the visual and performing arts produced in selected subcultures and will consider the ways in which such social identities as race/ethnic identity, socio-economic class, gender and age are represented. The course focuses on the relationship of artists and their work to cultural and critical history, the impact and relevance for modern society, the social conditions under which these artists create, and the effect of these conditions on the themes, content, forms and shape of the reality in their art.

**A ARH 241 Introduction to Italian Renaissance Art and Architecture (3)**

This course focuses on art and architecture made in Italy during the Renaissance (ca. 1250-1600). Each week, lectures explore one or a few major sites, works, or buildings. The class will discuss how artworks fit into their physical contexts, the influence of patrons, and the social, civic, religious, intellectual, and political significance of art. Lectures also examine artistic exchange between Italy and Northern Europe.

**A ARH 250 Art in France from Absolutism to Impressionism (3)**

Introduction to art of all mediums produced in France from the consolidation of the country under the Valois and Bourbon kings of the Renaissance and Baroque eras, through the origins of Modernism in 19<sup>th</sup> century art and culture. The course culminates with an examination of the French Impressionists and the many ways in which their radical new painting styles intersected with French social life and concerns of their era.

**T ARH 252 Art of the Enlightenment in France and England (3)**

This course examines art produced in Europe during the eighteenth century, a period of rich

cultural and intellectual exchange known as the "Enlightenment." We explore the original context, use and significance of the art, as well as the association between artmaking and other forms of cultural inquiry and expression during this era of profound societal change. The art that we examine includes painting, sculpture, graphics and decorative arts, and we address a number of key trends that developed in France and England through a process of influence, exchange and rivalry between these two European powers. These trends include the playful, sensual style known as the Rococo; complex treatments of gender; the fascination with nature and science; and encounters both economic and cultural with people of other parts of the world, notably China, Japan, and Africa. Through the lens of eighteenth-century art students also acquire the fundamental skills of art history research and writing. Open to Honors College students only.

**A ARH 260 Introduction to Film Studies (3)**

This course offers an introduction to the analysis of cinema as an art form. Students will learn the basic language of film analysis in order to critically understand and interpret the movies as technological, cultural, and artistic products. From *mise-en-scène*, cinematography, editing, and film sound to narrative structure, alternatives to mainstream narrative fiction film, and contextual analysis, this introductory course provides the foundation for advanced film studies courses and fulfills the General Education requirement for Arts. The aim of this class is to increase students' visual literacy skills and the ability to recognize film language at work in the creation of meaning on screen.

**A ARH 261 Independent and Art House Cinema (3)**

This introduction to independent, underground, and art house cinema covers a range of visual and narrative alternatives to the films produced by the studio system. By examining cinema as a mode of visual storytelling and personal expression, these films open up the possibility of an alternative authorship that includes the visions and stories of those operating outside the mainstream or beyond storytelling traditions that are limited by genre conventions and economic expectations. From independent cinema and the *avant-garde* to underground film movements, midnight movies, cult cinema, and film festival favorites, these films raise questions of what cinema is or can be, highlights cinema's relationship to other art forms, and points to the changing dynamics between the industry and independents in both film history and contemporary filmmaking practices.

**A ARH 263 American Film Genres (3)**

This course will explore traditional American film genres, centering on the manner in which they were developed, and their evolution across the decades. Such elements as script structure, camera placement and movement, acting and directing styles, and color and widescreen processes will be examined. Genres to be explored include musicals, comedies, horror, science fiction, westerns, and melodrama. Subgenres such as the adult western, the screwball comedy, and the social comment film also will be analyzed.

**A ARH 264 New American Cinema (3)**

During the late 1960s and early 1970s, great social changes were occurring in the United States. These changes were sparked by the emerging youth culture, the progression of the Civil Rights Movement, opposition to the war in Vietnam, and the advent of the modern-era feminist movement. This course will explore the manner in which these changes impacted on the American cinema. Editing styles, camera placement, and camera movement veered from traditional film language; film content reflected youth alienation, the drug culture, and alternative lifestyles and politics.

**A ARH 265 History of Photography (3)**

A survey of photography from its invention in 1839 to recent trends. Emphasizes why it was developed, the major 19<sup>th</sup> century documentary and artistic uses, and the extraordinary range of 20<sup>th</sup> century explorations. An integrated approach tied to parallel social and artistic events.

**A ARH 266 Photography 1970 to the Present (3)**

A thorough survey of recent photography. Emphasizes fine art photography and the use of photography by artists working in other media, including documentary and photojournalistic work, photography books, mixed media and digital work. The materials for study are drawn from slide lectures, local exhibitions, contemporary criticism, library materials, and the media. No prior photography or art history required.

**A ARH 267 International Film Movements (3)**

From the French New Wave, Italian Neorealism, German Expressionism, and Soviet Cinema to *Dogma 95*, Iranian Cinema, Bollywood, and Bangkok Cinema, this course examines various film movements and tendencies that operate alongside and against Hollywood and other international film industries. Film form, content, style, narrative, and meaning will be understood in the context of cultural, economic, and political climates and in relation to other art forms, genres, and movements. International in scope, this course approaches cinema as both an art form and industry that is technologically and politically determined, artistically motivated, and ultimately transformative of the language of cinema as it is practiced by filmmakers in specific contexts and as understood by viewers nationally, internationally, and transnationally.

**A ARH 269 The Hollywood Crime Film (3)**

Foundational course which explores the particular genre of crime films and its various sub-genres, focusing on films that have been produced by the American motion picture studios from the silent film era through the present. The course provides information about the basics of the Hollywood studio system and spotlights the manner in which this particular genre serves to mirror the changes across the decades in American art, culture, and society. Also discussed are basic film language, narrative conventions, and filmic structure.



**A ARH 270 Introduction to Ancient Art: Greek and Roman Mural Painting and Floor Mosaic (3)**

A study of two of the primary visual forms, wall paintings and mosaic pavements, which survive from the ancient world will serve to introduce students to the art of the classical civilizations of ancient Greece and Rome. The course consists of a historical survey of the wall and floor decorations produced in the Greek and Roman worlds from the palace civilizations of the Aegean Bronze Age through Classical and Hellenistic Greece to the Roman Empire and early Christianity. Parallel developments in Etruscan art are also included. Style, content and technique in both wall paintings and floor mosaics will be studied in the ancient social and cultural contexts in which the art was created. Both pebble and tessellated mosaic pavements and fresco paintings are examined, as well as ancient literary texts which reveal ancient opinion on the visual arts.

**A ARH 275 Medieval Visual Perspectives on Life, Death, and Cultural Conflict (3)**

This course examines the art and architecture of Europe and the Middle East produced over 1100 years from around 300 CE to 1400 CE. Particular attention will be paid to how producers and consumers of visual images and architectural structures sought creative responses to such vital concerns as war and violence, cultural and religious difference, gender and sexuality, spirituality, and death.

**A ARH 280 (= A EAC 280) Chinese Painting (3)**

Introduces students to the major works of traditional Chinese painting and analyzes those works to arrive at an understanding of life in traditional China. The major class activity will be viewing, discussing and analyzing slides of Chinese paintings. Only one version of A ARH 280 may be taken for credit.

**A ARH 285 Contemporary Art: A Global Perspective (3)**

This course seeks to introduce first-time students to contemporary art. Major themes, concepts, artists and works of contemporary art will be explored. While emphasis is given to American and European art practices, contemporary art will be looked at from a global perspective which includes recent art from Latin America, South Africa, Middle East, India and China.

**A ARH 288 Film History I (1894-1945) (3)**

This international-based course provides an introductory survey of film history in its first fifty years, and addresses the history of cinema technologies, movements, and genres as the art form developed. Film History I (1894-1945) provides an important introduction to early film history that covers pre-cinematic and early cinematic technologies, the introduction and growth of narrative fiction film, international and artistic developments surrounding editing and the aesthetics of the image, early studio alliances in the United States and the growth of the Hollywood studio system, and the subsequent transition to film sound. This course sets the stage for the further study of international film history courses such as Film History II and

International Film Movements. Prerequisite(s): A ARH 260. May not be offered 2018-2019.

**A ARH 289 Film History II (1945-Present) (3)**

This international-based course addresses the history of cinema technologies, movements, and genres from World War II to the present day. In addition to the Classical Hollywood studio system, Film History II covers major international film movements surrounding and following World War II and the industrial changes in film history that are technologically determined, economically motivated, and socio-politically influenced. This course sets the stage for the further study of contemporary cinema in relation to earlier film histories and advanced Film Studies courses, and is not limited to a Western-centric approach. Prerequisite(s): A ARH 260. May not be offered 2018-2019.

**A ARH 298 Topics in Art History (3)**

Introductory study of a special topic in Art History not otherwise covered in the curriculum. May be repeated for credit when topic varies.

**A ARH 301 Aegean Prehistory (3)**

Archaeology of the Aegean area from Paleolithic times to the end of the Bronze Age, with emphasis on Minoan Crete and Mycenaean Greece. Prerequisite(s): A CLA 208. May not be offered in 2018-2019.

**A ARH 302 (= A CLA 302) Villanovans, Etruscans, and Early Romans (3)**

Archaeology of the Etruscans and of early Rome in the context of the Iron Age cultures of the Italian peninsula. Prerequisite(s): A ARH/A CLA 209 and A ARH 270, or junior or senior class standing.

**A ARH 303 Artistic Encounters in the Early Medieval World (3)**

This course examines the art and architecture serving Christian, Jewish, and Muslim communities in Europe and the Middle East from the second through the tenth century of the Common Era. Particular attention will be paid to those objects and monuments which articulate the common values and areas of tension among the adherents of all three religions. Prerequisite(s): junior or senior standing or permission of instructor.

**A ARH 329 Archaeological Field Research (2-6)**

Supervised participation in the excavation of approved Old World prehistoric, classical or medieval sites. Prerequisite(s): junior or senior class standing and permission of the department chair.

**A ARH 331 Monks, Monarchs, and Medieval Art: Europe 500-1100 C.E. (3)**

An examination of western European architecture, painting, sculpture and portable arts from the 6<sup>th</sup> to the 12<sup>th</sup> century. Course covers Jewish, Christian, and Muslim art with some emphasis on the interaction between these three dominant European medieval belief systems. Prerequisite(s): junior or senior standing or permission of instructor.

**A ARH 332 Gothic Art and Architecture (3)**

Examines Gothic Art of the 13<sup>th</sup> and 14<sup>th</sup> centuries in France and its spread throughout Europe. Includes a study of religious and lay architecture (cathedrals, castles, town halls); cathedral sculpture; stained glass, murals and mosaics; manuscript illumination, painted altarpieces and art of precious metals. Prerequisite(s): junior or senior standing or permission of instructor.

**A ARH 341 Italian Renaissance Art and Architecture: 1250-1450 (3)**

This course will focus on paintings, sculptures, and architectural structures produced in Italy between 1250 and 1450. We will focus on works produced in major centers like Florence and Milan, as well as those made in smaller cities like Siena and Padua. The course will stress the effects of historical, social, and political contexts on the production of images and structures. Topics to be covered include the influence of the mendicant orders, the effects of the Black Death, patronage, urbanism, the construction and decoration of churches and palaces, the influence of antiquity, courtly art and architecture, the role of gender in art, and the social status of the artist. Prerequisite(s): one 100 or 200 level Art History course or permission of instructor.

**A ARH 342 Italian Renaissance Art and Architecture: 1450-1600 (3)**

This course will focus on artistic and architectural monuments created in Italy between 1450 and 1600, a period that saw the development of the High Renaissance and the eventual emergence of the Mannerist style. We will focus on paintings, sculptures, architectural structures, and graphic work produced in major centers, including Florence, Venice, Rome, and Milan. Topics to be covered include the role of the patron, politics and art, the continuing influence of antiquity, sexuality and gender in imagery, and the evolving social position of the artist. Special attention will be paid to papal patronage and, naturally, the influence of the Protestant Reformation and the Counter-Reformation on art in Italy. Prerequisite(s): one 100 or 200 level Art History course or permission of instructor.

**A ARH 343 Northern European Art: 1350-1600 (3)**

This course will focus on art created in northern Europe between 1350 and 1600. We will focus on paintings, sculptures, and graphic work produced in France, the Netherlands, and Germany. Topics to be covered include the meaning of realism, symbolism and the use of iconographic analysis, the development of the art market, artistic specialization, the function of images in religious and domestic contexts, the emergence of the self-conscious artist, and sexuality and gender in imagery. Attention will be paid to the influence of antiquity and the Italian Renaissance in the north. We will also examine the influence of the Protestant Reformation on images produced after 1517. Prerequisite(s): one 100 or 200 level Art History course or permission of instructor.

**A ARH 350 Art in the Courts of 17<sup>th</sup> Century Europe (3)**

A study of the painting, sculpture and architecture produced in Italy, France and Spain during the 17<sup>th</sup> century. Attention will focus on the religious, political and ceremonial demands of the Catholic Church and the royal courts, as well as on the careers of individual artists such as Bernini, Borromini, Caravaggio, Poussin and Velasquez. Prerequisite(s): one 100 or 200 level Art History course or permission of instructor.

**A ARH 351 Netherlandish Painting in the Age of Rembrandt and Rubens (3)**

An examination of the painting and graphic art produced in the Netherlands during the 17<sup>th</sup> century. In addition to studying artistic trends and individual artists such as Rembrandt and Rubens, students will explore the ways in which the art addressed the social needs and concerns of Dutch and Flemish audiences. Prerequisite(s): one 100 or 200 level Art History course or permission of instructor.

**A ARH 352 Art of the Enlightenment (3)**

This course examines art produced in Europe during the 18<sup>th</sup> century, a period of rich cultural and intellectual exchange known as the "Enlightenment." It explores the original context, use and significance of the art, as well as the association between artmaking and other forms of cultural inquiry and expression during this era of profound societal change. Prerequisite(s): one 100 or 200 level Art History course or permission of instructor.

**A ARH 361 Understanding Screen Studies: Acting, Apparatus, and Audiences (3)**

This course explores the history of screen studies in relation to changing technology and the cinematic apparatus, audience and reception studies, the art of acting and directing, and the understanding of cinema as an art form that is culturally located. Students will learn to recognize the semiotics of cinema in the context of film history, theory, criticism, and practice, and to become critical viewers of the art. This course also grapples with screen studies as it is changing in the new digital age, and raises epistemological questions regarding the nature of representation and reception studies. Prerequisite(s): A ARH 260.

**A ARH 362 Topics in Film: Significant Cinema Directors (3)**

This course offers an in-depth look at the work and influences of selected individual directors or groups of filmmakers in the context of auteur theory, film and art history, and cultural studies. Students will exercise formal and contextual analysis in order to better understand the director-as-auteur trope and will also be asked to deconstruct these theories and traditions in order to create new narratives surrounding authorship, genre, and intertextuality in cinema. On the one hand, this course honors the work of particular filmmakers that are undeniably accomplished, while on the other hand also taking into account issues of privilege, collaboration, technological developments, and economic support from the film industry that makes such authorship possible. Directors will thus be

celebrated and critiqued with these issues in mind. This course may be repeated for credit when content varies. Prerequisite(s): A ARH 260.

**A ARH 363 Art of American Silent Films (3)**

Examination of the silent film in America, with an emphasis upon Hollywood. Topics to be addressed include: the studio and star systems; significant personalities; the writing of silent film; technological developments; and the various film genres, such as epics, comedies, and melodramas. Prerequisite(s): A ARH 260. May not be offered in 2018-2019.

**A ARH 365 Modern Art I (3)**

Survey of the first phase of Modernism, focusing on painting and sculpture in Europe and the USA from circa 1780-1880. Movements covered include Neo-Classicism, Romanticism, Realism, and Impressionism; artists include David, Goya, Manet, Cassatt. Prerequisite(s): one 100 or 200 level Art History course or permission of instructor.

**A ARH 366 Modern Art II (3)**

Survey of Modern art from circa 1880-1945, focusing on painting and sculpture of Europe and the Americas. Movements covered include Post-impressionism, Cubism, German Expressionism, Dada, Surrealism; artists include Van Gogh, Picasso, Kollwitz, Duchamp, O'Keeffe, Douglas, Kahlo. Prerequisite(s): one 100 or 200 level Art History course or permission of instructor.

**A ARH 368 Documentary Cinema: History, Theory, Criticism (3)**

This course provides a historical and theoretical introduction to documentary film history and criticism, from early cinema to contemporary documentary filmmaking practices. Students will examine the aesthetics and ethics of representation with a keen attention to issues of visibility, consent, and the power dynamics of authorship, identity politics, and access to the modes of representation. Canonical moments of documentary film history will be explored alongside lesser known examples of documentary works in order to address complex issues of subjectivity, objectivity, and truth as implicated or compromised by the film camera, filmmaker, and film audiences. Prerequisite(s): A ARH 260 or permission of the instructor.

**A ARH 369 (= A ART 382) Experimental Film and Video (3)**

This course is an introduction to the elements, structure, and history of experimental film and video art. Experimental film and video art share similarities in their fundamental historical development but adopt very different approaches in style, form, and media. This course will follow each development through screenings and discussions relating to film and video beginning in the 1920s to the present. Prerequisite(s): A ARH 260 or 267 or A ART 280.

**A ARH 380 Poetry and Cinema (3)**

This course examines the relationship between the visual and the verbal both on screen and on the page, and will ask students to investigate how

film and poetry have influenced and responded to one another over time and in the context of their respective literary and cinematic transformations. The aim of this course is to outline the possibilities of lyrical cinema within experimental, animation, documentary, and narrative film, and to point toward the similarities of rhythm, structure, and image that are frequently shared by poetry and cinema. Films, filmmakers, and poets will be studied alongside one another; a significant amount of time will be spent reading and discussing the original poems. Prerequisite(s): A ARH 260 and junior or senior standing.

**A ARH 383 (formerly A ARH 283; = A ART 383) History and Practice of Video Art I (3)**

In this course students will be seeing and making video art. Post production techniques in Apple Final Cut Pro and a variety of audio software are covered. Regular screenings and discussions are held to understand the lineage of the media and provide feedback on each other's work. Class time is spent working on assignments, screenings, lectures and discussion. A significant amount of out of class time will be needed to complete projects. May not be taken by students with credit for A ARH 283 or A ART 280. Only one version may be taken for credit. Prerequisite(s): A ART 244, 250 or A ARH 171 or permission of instructor.

**A ARH 384 (formerly A ARH 268; = A ART 384) History and Practice of Video Art II (3)**

Follow-up to History and Practice of Video Art I, this course more thoroughly engages the technical and theoretical issues of the computer in the visual arts with a focus on digital video. Digital video post-production is explored through hands-on projects and readings designed to increase students' aesthetic and technical vocabulary. Topics covered include basic non-linear editing with Apple Final Cut Pro, and various image and sound editing software/hardware. May not be taken by students with credit for A ART 281 or A ARH 268. Only one version may be taken for credit. Prerequisite(s): A ART 383, A ARH 383 or permission of instructor.

**A ARH 386 Filmmaking from Script to Screen: Perspectives from the Industry (3)**

This master class in film studies and analysis will examine the specialized skills of each stage of filmmaking, and will invite specialists from the film industry to share their knowledge and expertise with students. From screenwriting and casting to editing and exhibition, students will learn about the various aspects of film creation as a collaborative process, the movies as an industry, and cinema as an art form in the context of film history, theory, criticism and practice. Students will further learn to analyze the movies in terms of film form, content, and style. Thus, this course provides a master-class setting for students to deepen their study and appreciation of film, to learn from available experts in the field, and to further develop their own visual literacy and critical thinking skills. Prerequisite(s): A ARH 260 or permission of the instructor.

**A ARH 401 Greek Sculpture (3)**

Study of selected sculptural monuments from the Archaic, Classical and Hellenistic eras, considered in relation to their historical, intellectual and religious context. Prerequisite(s): A CLA 208. May not be offered 2018-2019.

**A ARH 402 Roman Sculpture (3)**

Selected monuments representing the historical development of Roman sculpture in its social and religious context from the early Republic to the time of the emperor Constantine. Prerequisite(s): A ARH 209 or A ARH 270 or A ARH 302 or junior or senior class standing.

**A ARH 403 Greek Painting (3)**

A survey of ancient Greek painting from the beginnings about 1000 B.C. through the Hellenistic age; primarily painted vases, but also including the limited evidence that exists for wall painting and other forms. Prerequisite(s): A CLA 208. May not be offered 2018-2019.

**A ARH 405 Greek Architecture (3)**

The development of Greek monumental architecture from the earliest temples through the Hellenistic Age. Prerequisite(s): A CLA 208. May not be offered 2018-2019.

**A ARH 406 Roman Architecture and Town Planning (3)**

The development of Roman public and private architecture, with emphasis on its urban setting and function, and the evolution of Roman towns in Italy and the Empire from the early Republic to the time of the emperor Constantine. Prerequisite(s): A ARH 209 or A ARH 270 or A ARH 302 or junior or senior class standing.

**A ARH 432 Gothic Painting (3)**

Study of the style and technique of stained glass, manuscript illumination, wall and panel painting in the 13<sup>th</sup> and 14<sup>th</sup> centuries, with emphasis on France and Italy. Prerequisite(s): one 100 or 200 level Art History course and junior or senior standing, or permission of instructor. May not be offered 2018-2019.

**A ARH 442 Art and Change in Northern Europe, 1300-1500 (3)**

Research seminar examining selected topics in the art produced in northern Europe from 1300-1500. Special emphasis upon the cultural significance of art in an era that saw dramatic changes in social structures and religious beliefs. Prerequisite(s): junior or senior standing and at least nine credits of upper-level coursework in Art History or Medieval and Renaissance Studies, or permission of instructor

**A ARH 450 (= A FRE 460) Art and Society in Early Modern France (3)**

Seminar examining selected topics in art and architecture produced in France from the 16<sup>th</sup> through 18<sup>th</sup> centuries. Special emphasis upon the cultural significance of art in an era that saw the rise and fall of monarchical power as well as dramatic changes in understandings of social hierarchy, gender, the natural world, and philosophy. Only one version may be taken for credit. Prerequisite(s): junior or senior standing and at

least nine credits of upper-level coursework in Art History or French Studies.

**A ARH 460 Special Topics in Cinema (3)**

In-depth study of selected topics in film not otherwise covered in the curriculum. May be repeated for credit when the topic varies. Prerequisite(s): A ARH 260, junior or senior standing, and two upper level film studies courses.

**A ARH 461 (= A WSS 461) Women in Cinema (3)**

This course provides an introduction to women in cinema with an emphasis on images of women in film and films directed by women. Drawing upon film history and feminist film theory, this course takes on the construction of femininity and embodiment on screen as well as the role of the camera, the anticipated or implied spectator, and the film industry at large in those representations. Students will also examine alternatives to the traditional visual relationships and gender dynamics emphasized by Hollywood and other film industries, and will become familiar with experimental, animated, and feminist counter-cinema as important instances of visual culture that either transgress or work through issues of gender and the gaze differently. Prerequisite(s): junior or senior status and either A ARH 260 or six credits of A WSS coursework.

**A ARH 462 Research Seminar in Film Studies (3)**

Seminar for advanced art history or film studies students on selected topics in film history, criticism, theory, and practice. Topics may range in subject, from experimental and digital cinema to the international film festival. Coursework involves extensive discussion and readings as well as a substantial written or creative project in relation to the specific seminar topic. May be repeated for credit when the topic varies. Prerequisite(s): A ARH 260, junior or senior standing, two upper level film studies courses, and Art History major/minor or Film Studies minor, or permission of instructor.

**A ARH 463 Cinematic Space: Art, Architecture, and Landscape in Film (3)**

Seminar on landscape in cinema examining the role of setting, set design, art, architecture, and the environment in the creation of cinematic space on screen for both characters and viewers. Examines a wide range of films that feature landscape as a protagonist and undeniable presence within the world of the film, and approaches cinema as a mode of visual storytelling. Incorporates a study of other, closely related art forms such as photography, sculpture, architecture, and dance in order to better understand cinematic space and how film operates to create mood and meaning. Students will apply this approach to their own experiences of spatial mediation and the nature of representation in our lives and in the arts. Prerequisite(s): A ARH 260, junior or senior standing, and 2 upper division film studies courses.

**A ARH 464 Advanced Analysis of Film Form, Story, and Style (3)**

Advanced film studies seminar on the artistry of film form, story, and style that aims to provide

students with the advanced analytical skills and increased visual literacy to identify film language at work (textual analysis), film as a cultural artifact (contextual analysis), and film in relation to other art forms (intertextual analysis). This study of cinema includes its stories, characters, settings, and narrative devices as well as its non-narrative, experimental, or expressive possibilities. The course situates trends in contemporary cinema and its current sensibilities and styles in the context of film history, auteur theory, genre studies, and technological advancements as they effect the industry, aesthetics, and audience expectations. Prerequisite(s): A ARH 260, junior or senior standing, two upper division film studies courses.

**A ARH 466 Art Criticism of the Modern Period (3)**

A study of the major European and American critics of 20<sup>th</sup> century art up to circa 1970. Student essays in criticism of actual artworks will emphasize understanding of historically significant critical perspectives, as well as the development of personal approaches to criticism. Prerequisite(s): One 100 or 200 level Art History course, junior or senior standing, and permission of instructor.

**A ARH 467 Art Criticism of the Post-Modern Period (3)**

Investigation of practice and theory of contemporary art criticism. Readings will concentrate on critics and writers from the 1970s to the present. In writing about works of art, students will practice basic critical skills of description, formal analysis, interpretation, and articulation of personal responses. Prerequisite(s): One 100 or 200 level Art History course, junior or senior standing, and permission of instructor.

**A ARH 468 Art Since 1945 (3)**

Survey and critical analysis of art from circa 1945 to the present. The course will cover directions in late Modernism and Post-modernism, including Abstract Expressionism, Pop Art, Minimalism, Feminist Art, Graffiti Art and Political Art. Prerequisite(s): one 100 or 200 level Art History course and junior or senior standing, or permission of instructor.

**A ARH 475 (= A WSS 475) Women in Art from the Renaissance to Impressionism (3)**

Examines representations of women in European and North American art from the Renaissance through Impressionism. Special attention is given to works made by women, and to the problem of how women artists negotiated their position as both subjects and objects of artistic depiction. While women artists faced challenges to their authority on every level — material, theoretical, and ideological — the course explores the inventive ways they reconfigured, or even challenged, traditional expectations. Only one version of A ARH 475 may be taken for credit. Prerequisite(s): junior or senior class standing plus either one 100 or 200 level Art History course or 6 credits of Women's Gender, and Sexuality Studies courses; or permission of instructor.

**A ARH 476 (= A WSS 476) Women in Art from the New Woman to Now (3)**

This course examines the ways in which women artists living within diverse historical and cultural contexts gained social agency through visual imagery and material construction. Beginning with the “New Woman” movement around the turn of the 20<sup>th</sup> century, it examines women’s contribution to avant-garde movements in Europe and North America; the feminist art movement of the 1960s and 70s; “post-modern” feminist art which critiqued the very notion of social identity; and women artists’ continuing efforts to enrich, question, and challenge the global art world of the 21<sup>st</sup> century. May not be taken by students with credit for A ARH/A WSS 475 prior to Fall 2014. Prerequisite(s): junior or senior class standing plus either one 100 or 200 level Art History course or 6 credits of Women’s Gender, and Sexuality Studies courses; or permission of instructor.

**A ARH 490 Internship in Art History (3)**

Supervised placement in an institution devoted to the collection, exhibition and/or conservation of works of art, such as the Albany Institute of History and Art or the State Conservation Laboratory. Provides practical experience in working with original works of art and includes research and writing projects. Art History majors may use 3 credits toward course requirements above the 300 level. May be repeated for credit, with permission of supervising instructor. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. Prerequisite(s): at least 6 credits in Art History and junior or senior standing. *S/U* graded.

**A ARH 491 Internship in Film Studies (3)**

Internship in the study of film or in film production. Students are responsible for finding and securing the internship with an organization or individual, subject to approval by the director of the Film Studies minor. May be repeated for credit. Three credits may be applied to upper level coursework in the Film Studies minor or the Art History major. Prerequisite(s): open only to juniors or seniors with a Film Studies minor or with at least six credits of film studies coursework, and an overall grade point average of 2.50 or higher. *S/U* graded.

**A ARH 497 Independent Study (1–4)**

Directed studio project in a selected art area. May be repeated with approval of department chair. Prerequisite(s): junior or senior standing, and permission of instructor and department chair.

**A ARH 498 Topics in Art History (3)**

In-depth study of selected topics in art history not otherwise covered in the curriculum. May be repeated for credit when the topic varies. Prerequisite(s): A ARH 170 or A ARH 171 or permission of instructor.

**A ARH 499Y Research Seminar in Art History (3)**

Seminar focusing upon selected topics in art historical research. Students will study all aspects of research in art history, including the

formulation of a topic; establishing the state of research on the topic; preparing an annotated bibliography and scholarly notes; and using library and web-based catalogues, databases, museum archives, image banks, and other research tools. The main focus of the coursework will be an individual research project. The course may be repeated for credit as the topic varies. Prerequisite(s): junior or senior standing and Art History major or minor, or permission of instructor.

**Courses in Greek and Roman Civilization**

*No knowledge of a classical language is required for these courses.*

**A CLA 207 (= A ARH 207) Egyptian Archaeology (3)**

A survey of the remains of ancient Egypt from the earliest times to the Roman Empire. The pyramids, temples, tombs, mummies and works of art will be examined in an attempt to understand the unique character of ancient Egypt. Selections from Egyptian religious and historical texts will be read in translation. Only one version of A CLA 207 may be taken for credit.

**A CLA 208 (= A ARH 208) Greek Archaeology (3)**

Survey of the prehistoric and historical cultures of ancient Greece, as revealed by archaeology, from the Neolithic to the Hellenistic era, with emphasis on the evolution of pottery style, painting, sculpture and architecture. Only one version of A CLA 208 may be taken for credit.

**A CLA 209 (= A ARH 209) Roman Archaeology (3)**

Survey of the monuments of ancient Rome and her empire in a cultural and evolutionary context, including major works of sculpture, wall painting and architecture. Roman towns and principles of town planning also studied. Translated selections from Roman literary and historical sources.

**A CLA 302 (= A ARH 302) Villanovans, Etruscans, and Early Rome (3)**

Archaeology of the Etruscans and of early Rome in the context of the Iron Age cultures of the Italian peninsula. Only one version of A CLA 302 may be taken for credit. Prerequisite(s): A ARH/A CLA 209 and A ARH 270, or junior or senior class standing.

**A CLA 490 (= A ANT 490) Internship in Archaeological Conservation and Documentation (3–15)**

Supervised placement in an agency engaged in conservation and documentation of archaeological artifacts, such as the New York State Museum or State Conservation Laboratory. Provides practical experience. Anthropology majors may use up to 3 credits toward major elective credit. May be taken by majors in anthropology only. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. Prerequisite(s): permission of instructor. *S/U* graded.

**A CLC 110 Classical Roots: Great Ideas of Greece and Rome (3)**

Greek and Roman literature in translation. Considers such topics as human dignity and values, power and pride, the hero, intelligence impaired by appetite, and justice of the gods in such authors as Homer, Aeschylus, Sophocles, Plato, Aristotle, Vergil and selected historians. Prerequisite(s): freshman or sophomore standing. May not be offered in 2018-19.

**A CLC 134 History of Ancient Rome (3)**

Alexander the Great and the Hellenistic Age, the rise of Rome, the Republic and the Empire. May not be offered in 2018-19.

**Department of Atmospheric and Environmental Sciences Faculty***Professors Emeriti*

John W. Delano, Ph.D.

(Distinguished Teaching Professor, Collins Fellow)

State University of New York at Stony Brook

Kenneth L. Demerjian, Ph.D.

(Ray Falconer Endowed Chair) Ohio State University

Daniel Keyser, Ph.D.

Pennsylvania State University

William S. F. Kidd, Ph.D.

Cambridge University

Winthrop D. Means, Ph.D.

University of California, Berkeley

John E. Molinari, Ph.D.

Florida State University

Volker A. Mohnen, Ph.D.

University of Munich

*Distinguished Professor*

Lance F. Bosart, Ph.D.

Massachusetts Institute of Technology

*Professors*

Aiguo Dai, Ph.D.

Columbia University

Robert Fovell, Ph.D.

University of Illinois

Everette Joseph, Ph.D.

University at Albany

Christopher Thorncroft, Ph.D.

(Department Chair)

University of Reading

Mathias Vuille, Ph.D.

University of Bern

*Associate Professors Emeriti*

Robert G. Keesee, Ph.D.

University of Colorado

George W. Putman, Ph.D.

Pennsylvania State University

Jon T. Scott, Ph.D.

University of Wisconsin

*Associate Professors*

Kristen Corbosiero, Ph.D.  
University at Albany  
Vincent P. Idone, Ph.D.  
University at Albany  
Jiping Liu, Ph.D.  
Columbia University  
Paul E. Roundy, Ph.D.  
Pennsylvania State University  
Ryan Torn, Ph.D.  
University of Washington, Seattle  
Liming Zhou, Ph.D.  
Boston University

*Research Associate Professor*  
Oliver Elison Timm, Ph.D.  
University of Kiel

*Assistant Professors*

Andrea L. Lang, Ph.D.  
University of Wisconsin, Madison  
Justin R. Minder, Ph.D.  
University of Washington, Seattle  
Brian E. J. Rose, Ph.D.  
Massachusetts Institute of Technology  
Brian H. Tang, Ph.D.  
Massachusetts Institute of Technology

*Associated Faculty*

Nick Bassill, Ph.D.  
University of Wisconsin  
Jerald Brotzge, Ph.D.\*  
University of Oklahoma  
Steven P. Campbell, Ph.D.\*  
University of Maine  
Craig R. Ferguson, Ph.D.\*  
Princeton University  
David R. Fitzjarrald, Ph.D.\*  
University of Virginia  
Jeffrey M. Freedman, Ph.D.\*  
University at Albany  
Lee C. Harrison, Ph.D.\*  
University of Washington, Seattle  
David Knight, Ph.D.  
University of Washington, Seattle  
Stephen S. Howe, M.S.  
Pennsylvania State University  
Sara M. Lance, Ph.D.\*  
Georgia Institute of Technology  
Michael G. Landin, M.S.  
University at Albany  
Ross A. Lazear, M.S.  
University of Wisconsin, Madison  
Cheng-Hsuan Lu, Ph.D.\*  
University at Albany  
Qilong Min, Ph.D.\*  
University of Alaska, Fairbanks  
Scott D. Miller, Ph.D.\*  
University of California, Irvine  
Richard R. Perez, Ph.D.\*  
University at Albany  
James J. Schwab, Ph.D.\*  
Harvard University  
Kara Sulia, Ph.D.\*  
Penn State University

Christopher J. Walcek, Ph.D.\*  
University of California, Los Angeles  
Kevin Tyle, M.S.  
University at Albany  
Junhong (June) Wang, Ph.D.\*  
Columbia University  
Wei-Chyung Wang, D.E.S.\*  
Columbia University  
Fangqun Yu, Ph.D.\*  
University of California, Los Angeles

*\*Primary appointment with the  
Atmospheric Sciences Research Center  
as Research Professors.*

*@Primary appointment with the  
NYS MESONET*

*\*Primary appointment with the  
Albany Pine Bush Preserve Commission*

*Adjuncts (estimated): 2  
Teaching Assistants (estimated): 15*

The Department of Atmospheric and Environmental Sciences offers two undergraduate degrees: a Bachelor of Science (B.S.) in Atmospheric Science and a Bachelor of Science (B.S.) in Interdisciplinary Studies with a faculty-initiated concentration in Environmental Science. Both degrees are recognized as particularly challenging and attract students of high caliber who are interested in studying the fundamental processes operating within the atmosphere and broader environment.

## ***Program in Atmospheric Science***

The Department of Atmospheric and Environmental Sciences and the Atmospheric Sciences Research Center (ASRC) provide the University with the state's largest program in atmospheric science and meteorology.

The undergraduate program provides a broad background in three fundamental areas of atmospheric science: synoptic (observations and weather forecasting), dynamic (theory and computer modeling), and physical (lightning, cloud physics, atmospheric chemistry). Because the department has a highly active research program in these areas, many opportunities exist for undergraduate research projects and part-time jobs.

The first two years of the program provide basic training in mathematics, physics, chemistry, and introductory atmospheric science. All students are encouraged to take one or two 100-level courses for enjoyment and experience (these count as electives but not as courses for the major). In the junior and senior years, requirements in the

fundamental areas of atmospheric science are combined with electives, including advanced courses on atmospheric physics, atmospheric dynamics, weather forecasting, tropical meteorology and hurricanes, solar energy, air pollution, climatology, and computer applications.

Many opportunities exist for students to become involved in department activities. Each semester, numerous students take part in an internship program with the on-campus office of the National Weather Service (NWS), gaining experience with weather forecasting and familiarity with the responsibilities of a NWS meteorologist.

In addition, a weather forecasting competition is held in the department each semester while classes are in session. The forecasting contest, along with concurrent weather discussions led by a faculty member, are open to all undergraduate majors. Undergraduates hired part-time and during the summer through research grants have the chance to work closely with a faculty member while contributing to current meteorological research. The Eastern New York Chapter of the American Meteorological Society (AMS) meets regularly and provides speakers of general interest on a variety of meteorological topics. Through these and other activities, the department offers exciting and varied opportunities to any student curious about the science of the atmosphere around us.

## **Careers**

Graduates obtain employment in weather forecasting, environmental engineering, TV broadcasting, scientific consulting, and other private firms; in university departments and research laboratories; and in federal and state agencies such as the National Weather Service, U.S. Air Force, and NY State Department of Environmental Conservation. Graduate school and the pursuit of an advanced degree is an expected option for our graduates. (The department offers full financial support and a complete tuition waiver to most students accepted into our graduate program.)

## **Degree Requirements for the Major in Atmospheric Science**

**General Program B.S.:** A minimum of 70 credits for the combined major and minor including: A ATM 209, 210, 211, 315, 316, 317, 320, 321, 350, 418, 419; at least 12 additional credits from A ATM 301 and higher level courses (excluding A ATM 304) and including one of A ATM 311 and 405; A CHM 120 or 130 or T CHM 130;

A MAT 111 or 112 or 118 or T MAT 118; A MAT 113 or 119 or T MAT 119; A MAT 214, 311; A PHY 140 or 141 or T PHY 141; A PHY 145; A PHY 150 or 151 or T PHY 151. No more than 6 credits from A ATM 490, 497, 498, or 499 may be applied toward the major requirements; further, a maximum of 3 credits from A ATM 490 will apply.

A solid foundation in physics and mathematics is recommended for all students planning to major in atmospheric science. It is recommended that all students considering this major meet with a representative of the department before each of the freshman and sophomore registration sessions.

### Departmental Honors Program

Students who have by the end of their fourth semester attained a cumulative grade point average of at least 3.25 and a grade point average of at least 3.50 in courses required of the major in atmospheric science may apply to the department chair for the program leading to a B.S. degree with honors in atmospheric science. Applications must be submitted before the end of the first semester of the student's junior year and must be accompanied by letters of recommendation from at least two faculty members.

To be admitted to the program, a student must have completed two semesters of physics (A PHY 140 or 141 or T PHY 141, A PHY 145, A PHY 150 or 151 or T PHY 151), three semesters of mathematics (A MAT 111 or 112 or 118 or T MAT 118, A MAT 113 or 119 or T MAT 119, A MAT 214), and must be enrolled in or have completed A ATM 316. These requirements may be altered, upon request, for qualified transfer students. At the end of the junior year, the student's program will be reviewed by the Honors Committee to see if satisfactory progress is being made.

To be eligible for a degree with honors, students must complete a minimum of 82 credits specified as follows: (1) the general program B.S.; (2) any two additional A ATM courses from 301 or higher, excluding A ATM 304; and (3) 6 credits of A ATM 499 taken over at least two semesters culminating in a significant undergraduate thesis and an honors seminar in the student's final semester. No more than 9 credits from A ATM 490, 497, 498 or 499 may be applied to the major requirements; a maximum of 3 credits from A ATM 490 will apply. One of A ATM 306, 405, 415, or A ENV 450 must be included within the entire set of electives. Students in the program must maintain both a minimum

grade point average of 3.25 overall and 3.50 in the major coursework during the junior and senior years.

Upon completion of the requirements, the honors committee will make its recommendation to the faculty to grant the degree with honors in atmospheric science based upon the candidate's (1) academic record, (2) research project report, (3) honors seminar, and (4) faculty recommendations.

### Combined B.S./M.S. Program

The combined B.S./M.S. program in atmospheric science provides an opportunity for students of recognized academic ability and educational maturity to fulfill simultaneously undergraduate and graduate course requirements in their senior year, thereby accelerating progress toward the M.S. degree. A carefully designed program can permit a student to complete the B.S. and M.S. degrees one year sooner than is otherwise possible.

The combined program requires a minimum of 138 credits, of which at least 30 must be graduate credits. In qualifying for the B.S., students must meet all University and college requirements, including the requirements of the undergraduate major described previously, the minimum 60-credit liberal arts and sciences requirement, the general education requirements, and residency requirements. In qualifying for the M.S., students must meet all University and college requirements as outlined in the Graduate Bulletin, including completion of a minimum of 30 graduate credits and any other conditions such as a research seminar, thesis, comprehensive examination, professional experience, and residency requirements. Up to 9 graduate credits may be applied simultaneously to both the B.S. and M.S. programs.

In the summer following the senior year, the student will begin work on his or her graduate research. In preparation for this accelerated research program, the student will be required to take two semesters (6 credits) of A ATM 499, Undergraduate Research, during the junior or senior year. These 6 credits may be counted toward the undergraduate elective requirement from either of the following requirements: (1) from any four additional A ATM courses at the 400 or 500 level as advised or (2) from 6 additional credits in mathematics or sciences as advised.

Students may apply for admission to the combined degree program in atmospheric science at the beginning of their junior year or after the successful completion of 56 credits. A cumulative grade point average

of 3.25 or higher and three supportive letters of recommendation from faculty are required for consideration.

## Program in Environmental Science

### Careers

Graduates in the major in Interdisciplinary Studies with a faculty-initiated concentration in Environmental Science will be well qualified for a broad range of positions within the highly interdisciplinary field of environmental science. Consulting firms, industry, federal and state government agencies all require employees with this type of training. The demand for individuals with such a degree is anticipated to remain strong as our society attempts to cope with and address myriad environmental impacts that are occurring on local, regional, national and global scales. Additionally, graduates with this degree are well prepared to consider advanced degrees in the sciences, or other fields such as business administration (M.B.A.) or law (J.D.).

### Degree Requirements: Bachelor of Science in Interdisciplinary Studies with a faculty-initiated concentration in Environmental Science

**General Program B.S.:** A minimum of 70-71 credits (depending upon the specialization selected) for the combined major and minor including: A ATM 210, A ATM/A ENV 315, 327, A BIO 130 or 121, A BIO 131 or 120, 201, 202, 330, A CHM 120 or 130 or T CHM 130, A CHM 121 or 131 or T CHM 131, A CHM 124, 125, A ENV 105, 106, 302, 490, A GEO 221, A MAT 111 or 112 or 118 or T MAT 118, A PHY 140 or 141 or T PHY 141; the completion of one of four specializations totaling 21-22 credits.

At the time of major declaration, each student must select one of four specializations: Climate Change, Ecosystems, Geography, or Sustainability Science and Policy. No course may satisfy requirements simultaneously in both the core curriculum (above) and any specialization. Only one specialization can be declared.

**Ecosystems Specialization:** 22 credits overall. Required courses (7 credits): A BIO 212, 401. Elective courses (15 credits): A ANT 418, 419, A ATM 301, A BIO 321, 329, 402, A ENV 250, 404, 480, 496, A GOG 407, 424, 433/A USP433, 496/A USP 456, R POS 266, R PAD 366, H SPH

321, H SPH/H EHS 323, H SPH 332. A maximum of 6 credits may be taken from R PAD 366, R POS 266, H SPH 321.

**Climate Change Specialization:** 21 credits overall. Required courses (12 credits): A ATM 306, 405, A ENV 404, 415, 450. Elective courses (9 credits): A ATM 301, 304, 307, 335, 413, 414, A ENV 496, A MAT 113, R PAD 366, R POS 266, 399, H SPH 321. A maximum of 6 credits may be taken from R PAD 366, R POS 266, 399, H SPH 321.

**Geography Specialization:** 22 credits overall. Required courses (10 credits): A GOG/A USP 220, A GOG 290, A GOG 496/A USP 456. Elective courses (12 credits): at least 6 credits from A GOG 304, A GOG/A USP 330, A GOG 344, A GOG/A LCS 354, A GOG/A USP 375, A GOG 414, A GOG/A USP 430, 460, A GOG 484, 485; A ATM 301, 405, A ENV/A GEO 250, A ENV 404, 496. (Selecting A GOG 414, 484, and 485 as electives completes the GIS Certificate.)

**Sustainability Science and Policy Specialization:** 21 credits overall. Required courses (9 credits): A ATM 304, A ENV/A GEO 250, R POS 399. Elective courses (12 credits): A ANT 418, A ATM 405, 413, A BIO 311, A ENV 404, 480, 496, A GOG/A USP 220, A GOG 344, A GOG/A USP 430, 460, A GOG 496 or A USP 456, R PAD 366, R POS 266, H SPH 321, H SPH/H EHS 323, H SPH 332.

## Departmental Honors Program

Students who have by the end of their fourth semester attained a cumulative grade point average of at least 3.25 and a grade point average of at least 3.50 in courses required of the major in environmental science may apply to the department chair for the program leading to a B.S. degree with honors in environmental science. Applications must be submitted before the end of the first semester of the student's junior year and must be accompanied by letters of recommendation from at least two faculty members.

To be admitted to the program, a student must have completed A ATM 210, A BIO 120 or 130, A CHM 120 or 130 or T CHM 130, A CHM 121 or 131 or T CHM 131, A GEO 221, A PHY 140 or 141 or T PHY 141, and A MAT 111 or 112 or 118 or T MAT 118. These requirements may be altered, upon request, for qualified transfer students. At the end of the junior year, the student's program will be reviewed by the Honors Committee to see if satisfactory progress is being made.

To be eligible for a degree with honors, students must complete a minimum of 83–84 credits specified as follows: (1) the general program B.S. with one of four specializations; (2) A MAT 113 or 119 or T MAT 119 and an additional elective in the selected specialization at the 300-level or higher; and (3) 6 credits of A ENV 498 taken over at least two semesters culminating in a significant undergraduate thesis and an honors seminar in the student's final semester. Students in the program must maintain both a minimum grade point average of 3.25 overall and 3.50 in the major coursework during the junior and senior years.

Upon completion of the requirements, the honors committee will make its recommendation to the faculty to grant the degree with honors in environmental science based upon the candidate's (1) academic record, (2) research project report, (3) honors seminar, and (4) faculty recommendations.

## Courses in Atmospheric Science

### A ATM 100 The Atmosphere (3)

Non-technical survey of the atmosphere; the physical environment of society and its historical development; intentional and unintentional modifications of the environment; cloud types and structure; severe storms; weather forecasting; air pollution; major wind and weather systems. Does not yield credit toward the major in atmospheric science. Offered spring semester only.

### A ATM 101 The Upper Atmosphere (3)

Elementary survey of the properties and geophysical phenomena of the upper atmosphere; ionosphere, magnetosphere, and interplanetary space, ionospheric and magnetic storms; aurora and airglow; observational techniques including rockets and satellites. Does not yield credit toward the major in atmospheric science. May not be offered in 2018–2019.

### A ATM 102 Science and Major Environmental Issues (3)

Study of the role of science in creating, defining, evaluating, and resolving major issues relating to energy production and its use and impact on the physical environments; case studies of such issues as change in climate, air pollution, the fluorocarbon/ozone link, etc. Does not yield credit toward the major in atmospheric science. May not be offered in 2018–2019.

### A ATM 103 Introduction to Climate Change (3)

An introduction to the current scientific understanding of Earth's climate, climate change and climate variability; factors that determine climate, climate in the past, and Earth system connections; exposition of scientific observation, theory, and modelling that are used to make scientific predictions of climate outcomes

and potential societal choices; examination of climate change impacts at local, regional, and global scales including environmental, societal and economic impacts; consideration of different approaches to deal with climate change, including mitigation and adaptation. Does not yield credit toward the major in atmospheric science.

### A ATM 107 The Oceans (3)

Introductory survey of the physical, chemical, geological, and biological processes in the marine environment; promise and problems of the oceans as a natural resource. Does not yield credit toward the major in atmospheric science.

### T ATM 110 Weather and Climate Issues for the 21<sup>st</sup> Century (3)

You can't avoid it; everyone experiences the weather and climate in their daily lives! This course will examine the physics that explains weather and climate variability as well as climate change. Topics of discussion will include the nature of weather systems (e.g., fronts and cyclones, hurricanes, tornadoes and thunderstorms, lightning, rain processes, etc.), observations and theory of climate variability and change (including introduction to the climate system, water and energy cycles, the greenhouse effect and anthropogenic climate change) as well as key environmental issues (e.g., pollution, ozone hole, etc.). The science will inform classroom discussions and projects focused on 21<sup>st</sup> century issues related to weather and climate. Open to Honors College students only. May not be offered in 2018–2019.

### A ATM 199 Contemporary Issues in Atmospheric Science (1)

Issues from the current literature in selected areas of atmospheric science. Particular areas of study to be announced each term. Intended for students interested in exploring in depth themes covered in large lecture courses. Prerequisite(s): permission of instructor. *S/U* graded. May not be offered in 2018–2019.

### A ATM 200 Natural Disasters (3)

Disasters due to natural phenomena such as climate change, hurricanes, tornadoes, earthquakes, tsunamis, volcanic eruptions, asteroid/comet impacts, and mass extinctions are examined from an environmental perspective; each type of event will be characterized in terms of its origin, evolution, warning potential, range of significant environmental impacts and possible mitigation strategies; historical case studies will be analyzed; additional student selected topics may include ice storms, blizzards, landslides, avalanches, floods, drought, fire, heat and cold waves. Does not yield credit toward the major in atmospheric science.

### A ATM 209 Weather Workshop (1)

Applications in weather analysis, including meteorological data decoding (METAR and RAOB), thermodynamic diagrams, cloud types, precipitation and visibility obscurations, and an introduction to meteorological instrumentation. Corequisite(s): A ATM 210. Offered fall semester only.

**A ATM 210/210Z Atmospheric Structure, Thermodynamics, and Circulation (3)**

Technical survey of the atmosphere with application of elementary physical and mathematical concepts to the horizontal and vertical structure of the atmosphere; planetary, regional and local circulations; weather systems; atmospheric radiation; precipitation physics and thermodynamics. Prerequisite(s): A MAT 111 or A MAT 112 or A MAT 118; A PHY 140 or A PHY 141. A ATM 210Z is writing intensive version of A ATM 210; only one may be taken for credit. Offered fall semester only.

**A ATM 211 Weather Analysis and Forecasting (4)**

An introduction to the use and interpretation of observed weather data, satellite and radar imagery, and atmospheric soundings; horizontal atmospheric forces and force balances; air masses and fronts; extratropical cyclone development and structure; mid-latitude flow properties; temperature and precipitation forecasting. Prerequisite(s): A ATM 209, 210, or permission of instructor. *S/U* grading prohibited. Offered spring semester only.

**A ATM 297 Independent Study in Atmospheric Science (1–3)**

By advisement only and may be repeated once for credit. *S/U* graded. Offered fall or spring semesters.

**A ATM 301 Surface Hydrology and Hydrometeorology (3)**

A survey of the water cycle and its interactions with the earth and atmosphere, including the processes of precipitation, evaporation, and stream flow. Water resources and policy issues incorporated where applicable. Not open to students with credit in A ATM 408. Prerequisite(s): A ATM 210. Offered alternate fall semesters. Will next be offered fall 2019.

**A ATM 304/304Z Air Quality and Air Pollution Policy (3)**

Designed for undergraduate students not pursuing the B.S. in Atmospheric Science. This course deals with scientific, policy, and regulatory issues associated with air quality for the ambient (outdoor) environment and indoor environments. Topics include pollutant sources, transport, transformation and deposition, environmental and human health consequences, air quality and emission standards, basic air pollution monitoring and abatement methods, and legislation and policies in historical perspective. Does not yield upper level credit for the Atmospheric Science degree. Only one version of A ATM 304 may be taken for credit. Prerequisite(s): A ATM 210; A MAT 111 or A MAT 112 or T MAT 118; A PHY 140 or T PHY 141. May not be offered in 2018–2019.

**A ATM 305 Global Physical Climatology (3)**

The physical basis of climate and climate variability from a coupled atmosphere-ocean perspective. Emphasis will be placed on understanding the causes of regional climate differences and regional climate variability and the role that the global atmosphere and oceans play in the process. Prerequisite(s): A ATM 211.

Corequisite(s): A ATM 315, A ATM 316 or permission of instructor. May not be offered in 2018–2019.

**A ATM 306 Climate Variability and Change (3)**

This course will be organized in two parts. Part I will cover seasonal to multi-decadal natural variability of the global climate system; the El Niño Southern Oscillation (ENSO); monsoons, droughts and their causes; variability of high impact weather such as hurricanes; the fundamental physics of the coupled atmosphere-land-ocean system and our ability to predict it. Part II will cover anthropogenic climate change, including an objective assessment of observed trends in the past century and the anthropogenic contribution; theory of climate change linked to increased greenhouse gases; climate change predictions and the IPCC process. Prerequisite(s): A MAT 111 or A MAT 112 or T MAT 118; A ATM 210. Corequisite(s): A ATM 315 or permission of instructor. Offered fall semester only.

**A ATM 307/307Z (= A CHM 307/307Z)****Introduction to Atmospheric Chemistry (3)**

Chemical principles and concepts leading to understanding the composition and change in the chemical/atmospheric environment; sources and links of chemical constituents; chemistry of the troposphere and stratosphere; measurement and theory of greenhouse gases; global pollution and ozone depletion. Only one version of A ATM 307/307Z may be taken for credit. Prerequisite(s): A MAT 111 or 112 or 118 or T MAT 118; A PHY 105 or 140 or 141 or T PHY 141; A CHM 121 or 131 or T CHM 131. May not be offered in 2018–2019.

**A ATM 311 Severe and Hazardous Weather and Forecasting (4)**

Continuation of ATM 211. Analysis and forecasting of various types and scales of severe weather, including tropical cyclones, thunderstorms and thunderstorm complexes, tornadoes, hail, lightning, lake-effect precipitation, blizzards, and ice storms. Once per week, students lead current and forecast weather discussions. Prerequisites: A ATM 211. Offered fall semester only.

**A ATM 315 (= A ENV 315) Environmental Statistics and Computation (4)**

This course builds an understanding of natural systems through an introduction to statistical and computational methods used to analyze atmospheric and environmental data. Key goals of the course are to become proficient at drawing conclusions about the behaviors of natural systems using common visualizing methods and statistically analyzing data from observations and dynamical models in a variety of Earth-systems applications. Includes a concise but comprehensive introduction to computation and programming methods suited for students with no background in computer coding via the general-purpose programming language Python. Only one version of A ATM/A ENV 315 may be taken for credit. Prerequisite(s): A ATM 210, A MAT 111 or 112 or T MAT 118; A MAT 220 recommended.

**A ATM 316 Dynamic Meteorology I (3)**

Equations and concepts that provide the basis for describing and understanding atmospheric motion systems on planetary and synoptic scales; review of mathematical concepts and tools; kinematics of horizontal flows; fundamental and apparent forces; basic conservation laws; elementary applications of the equations of motion. Prerequisite(s): A ATM 211, A PHY 150 or 151 or T PHY 151, A MAT 214. Prerequisite(s) or corequisite(s): A MAT 311. Offered fall semester only.

**A ATM 317 Dynamic Meteorology II (3)**

Application of the governing equations to describe and understand synoptic to planetary scale phenomena, including vertical motion, jet streaks, and the frontal cyclone; introduction to the concepts of vorticity and potential vorticity. Prerequisite(s): A ATM 316. Offered spring semester only.

**A ATM 320 Atmospheric Thermodynamics (3)**

Equation of state; principles of thermodynamics; water vapor and moist air thermodynamics; changes of phase and latent heat; hydrostatic equilibrium; atmospheric convection; thermodynamic diagrams; atmospheric stability and severe weather events. Corequisite(s): A ATM 316. Offered fall semester only.

**A ATM 321Y (formerly A ATM 425Y) Physical Meteorology (4)**

Atmospheric physics, including radiation, optics, and visibility; atmospheric electricity; cloud and aerosol physics; acoustics; upper atmospheric processes; radar meteorology. Three lectures and one lab discussion per week. Prerequisite(s): A ATM 320. Offered spring semester only.

**A ATM 327 (= A ENV 327) Meteorological and Environmental Measurement (3)**

Basic exposition of principles involved in the measurement of primary meteorological and environmental parameters. Topics to be covered include measurement uncertainty and the propagation of errors. Instruments for measuring temperature, pressure, humidity, wind field, solar and terrestrial radiation, precipitation, atmospheric aerosols, soil moisture, water quality, and data logging will be examined. Two lectures and one laboratory or demonstration per week. Only one version of A ENV 327 may be taken for credit. Prerequisite(s): A ATM 210; A MAT 111 or 112 or T MAT 118; A PHY 140 or 141 or T PHY 141. Offered fall semester only.

**A ATM 335 Meteorological Remote Sensing (3)**

Satellite remote sensing from UV to microwave including the principles of atmospheric radiative transfer, descriptions of important satellite orbits and sensors, the retrieval of atmospheric variables from active and passive systems, and basic principles of interpretation. Prerequisite(s): A MAT 111 or 112 or 118 and A ATM 210. Offered alternate spring semesters. Will next be offered spring 2020.



**A ATM 350 Meteorological Data Analysis and Visualization (2)**

An introduction to the UNIX and Linux operating systems; use of the General Meteorological Package (GEMPAK) to display meteorological information and perform diagnostic calculations; basics and utility of shell scripting; types of meteorological observational datasets and model output grid files. Prerequisite(s): A ATM 211, 316. Offered spring semester only.

**A ATM 400 Synoptic Meteorology I (3)**

Investigation of multi-scale weather phenomena through application of fundamental thermodynamic and dynamic principles; exploration of the connections between observational and theoretical descriptions of atmospheric motions; use of operational weather prediction models and products for weather forecasting; scientific issues in weather forecasting. Two joint lecture-laboratory periods each week. Prerequisite(s): A ATM 311, 317, 350. Offered fall semester only.

**A ATM 401 Synoptic Meteorology II (3)**

Application of advanced fundamental thermodynamic and dynamic concepts to the investigation of multi-scale weather phenomena; exploitation of ensemble and probabilistic forecasting techniques and remote sensing radar and satellite technologies in weather analysis and forecasting; application of fundamental synoptic and mesoscale concepts to a real-time severe weather and heavy precipitation forecasting exercise. Prerequisite(s): A ATM 400, 418. Offered spring semester only.

**A ATM 404 Oceans and Climate (3)**

The oceans exert an important influence on the Earth's climate, acting as the pacemaker of climate variability and change. This course will provide an introduction to the physical characteristics, dynamics, and feedbacks of ocean water and sea ice that contribute to the formation of ocean circulation, the transport of heat and freshwater, and the regulation of climate; review of climate changes in ocean and sea ice and their impacts through a synthesis of ocean and sea ice observations and modeling. The format of the class will be primarily lectures, but will also involve short presentations by students. Prerequisite(s): A ATM 210 and A MAT 113. May not be offered in 2018-2019.

**A ATM 405 Water and Climate Change (3)**

Water is essential for human society and the environment. Global warming and climate change are expected to impact our water supply and the water balance of the natural ecosystem. Potential water shortages due to population growth and climate change are a world-wide environmental issue. Starting with an introduction to the global water cycle and Earth's climate, this course aims to provide students with in-depth understanding of the key roles of water in Earth's climate and how climate change may affect the global water cycle and the freshwater resources. Prerequisite(s): A ATM 210 and A MAT 111 or A MAT 112 or T MAT 118. Offered alternate fall semesters only. Will next be offered fall 2020.

**A ATM 408 Hydrometeorology (3)**

The physical processes governing the continental hydrologic cycle such as water vapor transport, runoff, evapotranspiration, streamflow, sub-surface recharge; land/atmosphere interaction; spatial/temporal variability of hydrologic parameters. Prerequisite(s): A MAT 311. Corequisite(s): A ATM 320. May not be offered in 2018-2019.

**A ATM 409 Atmospheric Precipitation Processes (3)**

Fundamentals of atmospheric precipitation processes; atmospheric moisture budget; convective and stratiform precipitation; application of satellite and radar imagery to precipitation analysis and forecasting; mesoscale convective systems; mesoscale precipitation structure in cyclones; flash flood forecasting; quantitative precipitation forecasting exercise. Prerequisite(s): A ATM 316, 320; A MAT 311. May not be offered in 2018-2019.

**A ATM 413 Weather, Climate Change, and Societal Impacts (3)**

Survey of the many ways high impact weather and climate change affect human society. Each topic will cover the science behind different weather or climate phenomena and also explore the economic and/or social ramifications of these phenomena. Possible topics include severe thunderstorms, hurricanes, winter storms, solar flares, anthropogenic climate change, sea level rise, and droughts/floods. Possible ramifications of these topics on society include socioeconomic losses, risk perception, transportation disruption, human history, energy usage/markets, and climate policy. Prerequisite(s): A ATM 210; A ATM 211 or A ENV 250; A MAT 111 or A MAT 112 or T MAT 118. Offered spring semester only.

**A ATM 414 Air Pollution Meteorology (3)**

Analysis of physical, meteorological, and chemical processes influencing the life-cycle of harmful gaseous and particulate air pollutants. Prerequisite(s): A ATM 210, or permission of instructor. May not be offered in 2018-2019.

**A ATM 415 (= A ENV 415) Climate Laboratory (3)**

A hands-on course in climate modeling; students will gain an appreciation for what climate models are, their limitations, and how they can be used to study natural phenomena. Topics include the physical laws governing climate and climate change, the hierarchy of model complexity, parameterization versus simulation, using models for prediction versus understanding, application of simple climate models to past and future climates on Earth (including radically different climates of the past such as Snowball Earth), accessing and analyzing results from IPCC models. Students will gain significant computer experience making calculations, analyzing results, and interpreting their significance. Prerequisite(s): A ATM 210, A ATM 315 or A ENV 315 or permission of instructor for students with computer programming experience; A MAT 111 or 112 or T MAT 118. Offered alternate spring semesters. Will next be offered spring 2020.

**A ATM 418 Dynamic Meteorology III (3)**

Application of the governing equations to describe and understand mesoscale phenomenon, including flow over topography, organized convection and severe weather, and the atmospheric boundary layer; mathematics and description of the components of numerical weather prediction models. Prerequisite(s): A ATM 317, 320. May not be offered in 2018-2019.

**A ATM 419 Applications of Numerical Weather Prediction (3)**

This is a hands-on course in numerical weather prediction (NWP), with an emphasis on simulating mesoscale weather systems (including thunderstorms, windstorms, and sea/land breezes), model validation, sensitivity (to initialization, resolution and other numerical aspects, and model physics), and how model physical parameterizations work. The principal tool will be the Weather Research and Forecasting (WRF) model. The overarching goal is to understand how NWP models like WRF work, what their strengths and limitations are, and how and why they may fail. Each student is responsible for producing a final capstone project that utilizes their knowledge and understanding of this class and its direct and indirect prerequisites. Prerequisite(s): A ATM 418. Offered spring semester only.

**A ATM 421 Tropical Meteorology (3)**

An introduction to the behavior, dynamics, and thermodynamics of the tropical atmosphere, with an emphasis on the interactions between convection and dynamics; tropical energy and moisture balance; tropical convection; monsoons; equatorial waves; the Madden-Julian oscillation (MJO); tropical cyclogenesis; tropical cyclone structure and intensity change. Prerequisites: A ATM 316 and 320. Offered alternate spring semesters. Will next be offered spring 2019.

**A ATM 430 Solar Radiation and Applications (3)**

Definition of solar and terrestrial radiation components; basic celestial geometry; introduction to the measurement of solar radiation; principles of solar radiation transfer through the Earth's atmosphere; study of the interrelationship between solar radiation components; applied solar radiation examples. Prerequisite(s): A MAT 113 or 119 or T MAT 119; A PHY 150 or 151 or T PHY 151. May not be offered in 2018-2019.

**A ATM 450 Computer Applications in Atmospheric Science (3)**

Computer programming and numerical methods for solving atmospheric science problems; data handling and storage; examination of currently used programs in atmospheric science research; iterative methods; numerical weather prediction. Prerequisite(s): A ATM 316, 350. May not be offered 2018-2019.

**A ATM 480 Special Topics in Atmospheric Science (1-4)**

In-depth analysis of a special topic in atmospheric science. May be repeated if topic changes. Prerequisite(s): permission of instructor.

**A ATM 490 Internship in Atmospheric Science (1–3)**

Research or operational experience in atmospheric-related activities with local governmental agencies or private industry. The internship supervisor's reference or contact information, a midterm report and a final report are required. No more than 3 credits for A ATM 490 may be applied toward major requirements in atmospheric science. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. May be repeated for credit. Prerequisite(s): junior or senior standing in atmospheric science. *S/U* graded.

**A ATM 497 Independent Study II (1–3)**

May be repeated once for credit. No more than 6 credits from A ATM 490, 497, 498, and 499 may be applied toward major requirements in atmospheric science. Prerequisite(s): junior or senior standing, and by advisement only. Offered fall or spring semesters. *S/U* graded.

**A ATM 498 Computer Applications in Meteorological Research (3)**

Directed individual study of a particular problem in atmospheric science that requires use of the University Computing Center and/or departmental computers. May be repeated once for credit. No more than 6 credits from A ATM 490, 497, 498, and 499 may be applied toward major requirements in atmospheric science. Prerequisite(s): I CSI 201 or permission of instructor. *S/U* graded.

**A ATM 499 Undergraduate Research in Atmospheric Science (3)**

Guided research leading to a senior thesis. Oral presentation of results required. May be repeated for credit. No more than 6 credits from A ATM 490, 497, 498, and 499 may be applied toward major requirements in atmospheric science. Prerequisite(s): junior or senior standing, and permission of department chair. *S/U* graded.

**Courses in Environmental Science****A ENV 105 (= A GEO 105)****Introduction to Environmental Science (3)**

Survey of contemporary environmental issues related to health and disease, nuclear waste disposal, water resources, energy use and conservation, land reclamation, global climate change, and industrial pollution. Scientific principles and data needed for gaining an understanding of environmental challenges on local, regional, and global scales will be emphasized. Only one version of A ENV 105 may be taken for credit. Offered spring semester only.

**A ENV 106 Introduction to Environmental Science Laboratory (1)**

This course is a lab that supplements A ENV 105 — Introduction to Environmental Science, and is available for Environmental Science majors only. The course, which is designed to be taken concurrently with A ENV 105, provides students an opportunity to investigate concepts covered in A ENV 105 in greater depth. Topics addressed will include ecosystems

and biogeochemical cycles, environmental history, population dynamics, biodiversity, water resources, land use and pollution, global climate change, energy use and conservation, and environmental health and toxicology. Corequisite: A ENV 105. Open only to Environmental Science majors. Offered spring semester only.

**A ENV 250 Sustainable Development: Energy and Resources (3)**

Examination of energy production using non-renewable (coal, oil, natural gas, uranium) versus renewable resources (hydroelectric, solar, wind, geothermal) relative to present and future environmental and societal impacts. A transition to a more sustainable renewable energy infrastructure presents challenges and opportunities that will be examined in this course. In addition to the traditional energy resources, the course covers the sustainability of other mineral resources that may be important in this transition. Prerequisite(s): A CHM 120 or A CHM 130 or T CHM 130; A MAT 111 or A MAT 112 or T MAT 118; A PHY 140 or T PHY 141. Offered spring semester only.

**A ENV 302 Ocean Science (3)**

An introduction to ocean science, and the role of the oceans in physical, climatic, chemical, and biological aspects of the Earth system. Description of the properties, dynamics, thermodynamics, and processes of oceans that contribute to the formation of ocean circulations, eddies and waves, the transport of heat and freshwater, and the regulation of weather, climate and marine ecosystems. Topics include interdisciplinary aspects of the oceans, such as El Niño, global warming, the carbon cycle, and energy. Primarily lecture format, but short presentations by students are required. Prerequisite(s): A ATM 210; A CHM 120 or 130 or T 130; A MAT 111 or 112 or 118; A PHY 140 or T PHY 141. Offered fall semester only.

**A ENV 315 (= A ATM 315) Environmental Statistics and Computation (4)**

This course builds an understanding of natural systems through an introduction to statistical and computational methods used to analyze atmospheric and environmental data. Key goals of the course are to become proficient at drawing conclusions about the behaviors of natural systems using common visualizing methods and statistically analyzing data from observations and dynamical models in a variety of Earth-systems applications. Includes a concise but comprehensive introduction to computation and programming methods suited for students with no background in computer coding via the general-purpose programming language Python. Only one version of A ATM/A ENV 315 may be taken for credit. Prerequisite(s): A ATM 210, A MAT 111 or 112 or T MAT 118; A MAT 220 recommended.

**A ENV 327 (= A ATM 327) Meteorological and Environmental Measurement (3)**

Basic exposition of principles involved in the measurement of primary meteorological and environmental parameters. Topics to be covered include measurement uncertainty and the propagation of errors. Instruments for measuring

temperature, pressure, humidity, wind field, solar and terrestrial radiation, precipitation, atmospheric aerosols, soil moisture, water quality, and data logging will be examined. Two lectures and one laboratory or demonstration per week. Only one version of A ENV 327 may be taken for credit. Prerequisite(s): A ATM 210; A MAT 111 or 112 or T MAT 118; A PHY 140 or 141 or T PHY 141. Offered fall semester only.

**A ENV 350Y (= A GEO 350Y) Environmental Geochemistry (4)**

Contemporary topics are used to develop concepts of geochemical processes operating in Earth's environmental system. These topics (a) PCBs in the Upper Hudson River, (b) biogeochemical cycles in the global climate system, and (c) geochemical constraints on long-term disposal of high-level, nuclear wastes. 3 hours per week in classroom setting and one hour per week of oral presentations by students. Only one version of A ENV 350Y may be taken for credit. Prerequisite(s): A ENV 250. May not be offered in 2018–2019.

**A ENV 365 Environmental Science Fieldwork Experience (1)**

Students will participate in "hands on" fieldwork at one of the department's local environmental science partners (Albany Pine Bush Preserve, the Huyck Preserve and Biological Research Station, the Hollyhock Hollow Sanctuary of Audubon International, or others), depending upon availability. A minimum of 15 hours will be spent in the field carrying out directed activities under supervision of the host institution's staff. Most fieldwork activity will originate from ongoing projects at the host entity, but student initiated projects can be proposed. These should be submitted in consultation with the department course coordinators. The specific nature of the fieldwork undertaken by the student is at the discretion of the host institution. A written final report and oral presentation is required that should summarize the overall fieldwork experience, and, if relevant, the measurements, observations, analysis, and significance of the work. Students are also required to spend time working with department faculty members on developing presentation skills; dates and times for the fieldwork and presentation practice will be arranged on an individual basis. May not be repeated for credit and open only to environmental science majors. Prerequisite(s): A BIO 330; corequisite(s): A ATM/A ENV 315 or 327. *S/U* graded. Offered each summer and fall.

**A ENV 395Z (= A GEO 395Z) Writing in Environmental or Geological Science (1)**

May be taken with any A ENV course at the 300 or 400 level to fulfill a writing intensive version of that course. Students will have an opportunity for assistance during writing and revision of written material with the help of editorial assignments from the instructor. Only one version of A ENV 395Z may be taken for credit. Corequisite(s): any A ENV or A GEO course at the 300 or 400 level. Offered fall and spring semesters.

**A ENV 404 The Adirondack Environment (3)**

An interdisciplinary survey of environmental science topics using New York's Adirondack Mountains as an example. Topics range from aspects of the natural environment to human-environment interactions. Specific topics include: regional geology and geomorphology, impacts of acid rain and air quality regulation, forestry and mining practices, ecosystem changes and management, environmental conservation of the Adirondack park, impacts of climate change. Prerequisite(s): A GEO 221 and A ATM 210 or permission of the instructor. Will next be offered fall of 2020.

**A ENV 415 (= A ATM 415) Climate Laboratory (3)**

A hands-on course in climate modeling; students will gain an appreciation for what climate models are, their limitations, and how they can be used to study natural phenomena. Topics include the physical laws governing climate and climate change, the hierarchy of model complexity, parameterization versus simulation, using models for prediction versus understanding, application of simple climate models to past and future climates on Earth (including radically different climates of the past such as Snowball Earth), accessing and analyzing results from IPCC models. Students will gain significant computer experience making calculations, analyzing results, and interpreting their significance. Prerequisite(s): A ATM 210, A ATM 315 or A ENV 315 or permission of instructor for students with computer programming experience; A MAT 111 or 112 or T MAT 118. Offered alternate spring semesters, will next be offered spring 2020.

**A ENV 450 Paleoclimatology (3)**

Introduction to the field of Paleoclimatology. Focus will be on the use of sediments and other biological and geological archives to reconstruct environmental, climatic, and oceanographic change over a range of time scales. Lecture will also provide an introduction to the fields of climatology, age dating techniques, climatic environmental proxies (tracers), micropaleontology, and time-series analysis. In addition to lectures, the class will involve review of current scientific studies, class presentations by each student, and a review paper on a relevant topic of choice. Three lectures each week and 2 hours each week of oral presentations by students. Only one version of A ENV 450 may be taken for credit. Prerequisite(s): A CHM 120 or A CHM 130 or T CHM 130 or permission of instructor. Offered alternate fall semesters. Will next be offered fall 2019.

**A ENV 455 (= A GEO 455) Special Topics in Environmental or Geological Science (2–3)**

A structured program of reading and seminars leading to an in-depth understanding of a chosen topic in environmental or geological science. May be repeated once for credit. Prerequisite(s): A ATM 210, A GEO 221, and permission of instructor. May not be offered in 2018-2019.

**A ENV 480 Special Topics in Environmental Science (1–4)**

In-depth analysis of a special topic in environmental science. May be repeated if topic changes. Prerequisite(s): permission of instructor.

**A ENV 490 Major Topics in Environmental Science (3)**

A required course for environmental science majors in their senior year that brings together students from all four concentrations (Ecosystems, Geography, Climate Change, and Sustainability Science and Policy) to address major topics in environmental science. Formal presentations by faculty, students, and invited speakers will promote discussion and debate from multidisciplinary perspectives. Prerequisite(s): A ATM 210, A ATM 315 or A ENV 315. Offered spring semester only.

**A ENV 496 Environmental Internships (1–3)**

Provides students with practical work experience in environmental science through placements with federal, state, or local government agencies, or private firms. The supervisor's reference, a mid-internship and a final report are required. Internships are open to qualified juniors and seniors with a GPA of at least 2.50 overall and in the Environmental Science major. A maximum of 3 credits may be applied toward the major. May be repeated once for credit. Prerequisite(s): permission of department internship coordinator. *S/U* graded.

**A ENV 497 (= A GEO 497) Independent Study (1–3)**

Field or laboratory investigation of a chosen environmental or geological problem, including the writing of a research report to be undertaken during the senior year. May be repeated once for credit. Prerequisite(s): permission of instructor. Offered fall or spring semesters.

**A ENV 498 Undergraduate Research in Environmental Science (3)**

Guided research leading to a written thesis. Oral presentation of results required. May be repeated once for credit. Prerequisite(s): junior or senior standing and permission of department chair. Offered fall or spring semesters. *S/U* graded.

## Courses in Geological Sciences

**A GEO 105 (= A ENV 105)****Introduction to Environmental Science (3)**

Survey of contemporary environmental issues related to health and disease, nuclear waste disposal, water resources, energy use and conservation, land reclamation, global climate change, and industrial pollution. Scientific principles and data needed for gaining an understanding of environmental challenges on local, regional, and global scales will be emphasized. Only one version of A GEO 105 may be taken for credit. Offered spring semester only.

**A GEO 221 Understanding the Earth (3)**

Provides an introduction to geology, with an emphasis on the solid Earth. Topics include the evolution of the solar system and the early Earth; structure of the Earth; plate tectonics and seismic processes; the chemical composition, structure, and physical properties of rock-forming minerals; formation of rocks through igneous, sedimentary, and metamorphic processes; geologic age determination and geologic time. The interaction between the solid Earth

and other components of the Earth system will be stressed. Prerequisite(s): A CHM 120 or 130 or T CHM 130; or permission of instructor. Offered fall semester only.

**A GEO 350Y (= A ENV 350Y)****Environmental Geochemistry (4)**

Contemporary topics are used to develop concepts of geochemical processes operating in Earth's environmental system. These topics (a) PCBs in the Upper Hudson River, (b) biogeochemical cycles in the global climate system, and (c) geochemical constraints on long-term disposal of high-level, nuclear wastes. Three hours per week in classroom setting and one hour per week of oral presentations by students. Only one version of A GEO 350Y may be taken for credit. Prerequisite(s): A ENV 250. May not be offered in 2018-2019.

**A GEO 395Z (= A ENV 395Z) Writing in Environmental or Geological Sciences (1)**

May be taken with any A ENV or A GEO course at the 300 or 400 level to fulfill a writing intensive version of that course. Students will have an opportunity for assistance during writing and revision of written material with the help of editorial assignments from the instructor. Corequisite(s): any A ENV or A GEO course at the 300 or 400 level. Offered fall and spring semesters.

**A GEO 455 (= A ENV 455) Special Topics in Environmental or Geological Science (2–3)**

A structured program of reading and seminars leading to an in-depth understanding of a chosen topic in environmental science or geology. May be repeated once for credit. Prerequisite(s): A ATM 210, A GEO 221, and permission of instructor. May not be offered in 2018-2019.

**A GEO 497 (= A ENV 497) Independent Study (1–3)**

Field or laboratory investigation of a chosen environmental or geologic problem, including the writing of a research report to be undertaken during the senior year. May be repeated once for credit. Prerequisite(s): permission of instructor. Offered fall or spring semesters.

## Department of Biological Sciences Faculty

*Distinguished Professor*

Marlene Belfort, Ph.D.

University of California, Irvine

*Professors*

Thomas Begley, Ph.D.

University at Albany, SUNY

J. Andrew Berglund, Ph.D.

Brandeis University

Richard P. Cunningham, Ph.D.

Johns Hopkins University

Daniele Fabris, Ph.D.

University of Padua, Italy

Gregory Lnenicka, Ph.D.

University of Virginia, Charlottesville

Ben G. Szaro, Ph.D.  
John Hopkins University  
Sho-Ya Wang, Ph.D.  
SUNY at Stony Brook

*Associate Professors*

Haijun Chen, Ph.D.  
Max-Planck Jena, Germany  
Melinda Larsen, Ph.D.  
Baylor College of Medicine  
Pan Li, Ph.D.  
University at Buffalo, SUNY  
Robert Osuna, Ph.D.  
University of Michigan  
Prashanth Rangan, Ph.D.  
Johns Hopkins University  
Hua Shi, Ph.D.  
Cornell University  
Caro-Beth Stewart, Ph.D.  
University of California, Berkeley  
Ing-Nang Wang, Ph.D.  
SUNY at Stony Brook

*Assistant Professors*

Paolo Forni, Ph.D.  
University of Turin, Italy  
Gabriele Fuchs, Ph.D.  
Witten/Herdecke University, Germany  
Cara Pager, Ph.D.  
University of Kentucky, Lexington  
Morgan Sammons, Ph.D.  
Vanderbilt University  
Annalisa Scimemi, Ph.D.  
International School for  
Advanced Studies SISSA/ISAS,  
Trieste, Italy  
Wendy Turner, Ph.D.  
University of California, Berkeley  
Alex Valm, Ph.D.  
Brown University

*Affiliated Faculty*

Jeffrey L. Travis, Ph.D.  
Dartmouth College

*Lecturers*

Elise Gervais, Ph.D.  
University at Albany, SUNY  
Arati Iyengar, Ph.D.  
University of Southampton,  
United Kingdom  
Linda Mayerhofer, Ph.D.  
University at Albany, SUNY  
Ryan Thurman, Ph.D.  
University of Arkansas

*Adjuncts (estimated): 20*

*Teaching Assistants (estimated): 21*

The objective of the department is to provide the undergraduate student with a broad background in the biological sciences and adequate supporting strength in the physical sciences. Accordingly, the B.S. programs listed here are structured around a combined major/minor sequence.

The department also offers programs leading to the M.S. and the Ph.D. in which the graduate student is able to obtain an in-depth professional education in one of several more specialized areas of biological sciences.

The Department of Biological Sciences strongly supports a student's desire to enhance her/his educational experience by pursuing additional majors and minors. However, once a student has declared her/his major in one of the majors offered by the department (B.A. and B.S. in Biology, B.S. in Interdisciplinary Studies with a faculty-initiated concentration in Biochemistry and Molecular Biology), the student may not pursue a second major in another program within the department. Should there be an extenuating circumstance requiring an exception to this policy, the student **MUST** take at least 24 additional credits for the second major.

## Careers

The B.A., which specifies the major only and requires a separate minor sequence outside science and mathematics, is designed with the aims of the liberal or fine arts students in mind and as such is not intended for the professional biologist or teacher. The B.S. programs provide a strong background for further study in either graduate school or the medical field, and prepare the student for secondary school teaching and a variety of careers in biology at the technical level. Graduates with a B.S. degree may find technical-level positions with pharmaceutical companies or as research assistants in grant-related positions. Those who go on to graduate or professional school have a wide array of career opportunities in research, health fields, and business.

## Advanced Placement Examinations

Students who have received scores of 5 on Advanced Placement exams in biology shall be allowed credit for A BIO 131 or 120, A BIO 130 or 121, A BIO 201, and A BIO 202, required of all majors. Students who have received scores of 3 or 4 on Advanced Placement exams in biology shall be allowed credit in either the natural science general education category or in the general elective category. No credit will apply towards the major or minor in Biology or the Interdisciplinary Studies major with a Biochemistry and Molecular Biology concentration.

## Course Progression Restrictions

Students must complete A BIO 131 (or A BIO 121 before Summer 2016) with a C- or better to register for A BIO 212Y and to register for A BIO 217. Students must complete A BIO 212Y with a C or better to register for A BIO 365.

## Degree Requirements for the Majors in Biology

**General Program B.A.:** Major sequence consisting of a minimum of 36 credits.

Required courses:

A BIO 130 or 121, 131 or 120, 201, 202Z, 212Y

A CHM 120 or 130 or T CHM 130, 121 or 131 or T CHM 131, 124, 125

16 additional credits of biology major electives including two courses which are partially or exclusively laboratory courses:

- A BIO 399/399Z and 499/499Z may contribute up to a total of 4 credits of non-laboratory major elective credit.
- Courses that do not yield credit toward the major are so indicated in the individual bulletin descriptions.
- Major electives must be selected so that a total of 12 credits at the 300 level or above are included in the major.

The minor sequence will consist of a minimum of 18 credits. The student may not have a minor in: Atmospheric Science, Biology, Chemistry, Computer Science, Electronics, Geology, Mathematics, Physics, or Statistics.

## Bachelor of Arts in Biology Requirements:

A BIO 130 or 121, 131 or 120, 201, 202Z	8 credits
A BIO 212Y	4 credits
Chemistry	8 credits
Subtotal	20 credits
Additional credits in biology	16 credits
Total	36 credits
Plus nonscience/math minor	18-24 credits

**General Program B.S.:** Combined major and minor sequence consisting of a minimum of 67 credits.

Required courses:

A BIO 130 or 121, 131 or 120, 201, 202Z, 212Y, 217, 330, 365

A PHY 105 or 140 or 142, 106 or 145, 108 or 150 or 152, 109 or 155

A MAT 108 & 111 or A MAT 108 & 112, or A MAT 111 & 113, or A MAT 112 & 113

A CHM 120 or 130 or T CHM 130, 121 or 131 or T CHM 131, 124, 125, 220, 221, 222, 223

15 additional credits in biology are also required, and must include at least 3 courses which are partially or exclusively laboratory courses.

- Credits in A BIO 399/399Z and 499/499Z may be used to fulfill the requirement for 1 laboratory course if the student completes at least 4 credits over at least 2 semesters. A BIO 399/399Z and 499/499Z may contribute a total of 4 credits towards the major.
- Courses that do not yield credit toward the major are so indicated in the individual bulletin descriptions.
- Courses in the combined major/minor sequence must include at least 6 credits at the 300 level and at least 3 credits at the 400 level or above.

Graduate courses are open to qualified seniors with appropriate departmental and instructor consent.

### Bachelor of Science in Biology Requirements:

A BIO 130 or 121, 131 or 120, 201, 202Z	8 credits
A BIO 212Y	4 credits
A BIO 217	3 credits
A BIO 330	3 credits
A BIO 365	3 credits
Biology major electives	15 credits
Chemistry	16 credits
Mathematics	7-8 credits
Physics	8 credits
Total	67-68 credits

### Degree Requirements for the Bachelor of Science in Interdisciplinary Studies with a faculty-initiated concentration in Biochemistry and Molecular Biology

The Biochemistry and Molecular Biology concentration (BCAMB) is an Interdisciplinary Studies major (Biology and Chemistry) designed for students interested in these rapidly developing fields of science. Students with training in these fields can pursue careers as researchers in academic or industrial settings or they can pursue further study in graduate or professional schools. Students must complete 40 graduation credits before application to the program, generally in the spring of the sophomore year.

*Admission: Students must obtain the approval of the Program Director before officially declaring this Interdisciplinary Studies major.*

**General Program B.S.:** Combined major and minor sequence consisting of a minimum of 65 credits.

Required courses:

A BIO 130 or 121, 131 or 120, 201, 202Z, 212Y, 365, 366, 367, 425, 426

A CHM 120 or 130 or T CHM 130, 121 or 131 or T CHM 131, 124, 125, 220, 221, 222, 223, 350 or 444, 351 or 445

A PHY 140 or 141 or 142 or T PHY 141, A PHY 150 or 151 or 152 or T PHY 151

A MAT 111 or 112 or 118, 113 or 119

An additional laboratory course in Biology or Chemistry at or above the 300 level. Credits in A BIO 399/399Z and 499/499Z or A CHM 425 and 426 may be used to fulfill this laboratory requirement if the student completes at least 4 credits over 2 semesters.

### Bachelor of Science in Interdisciplinary Studies with a faculty-initiated concentration in Biochemistry and Molecular Biology:

A BIO 130 or 121, 131 or 120, 201, 202Z	8 credits
A BIO 212Y	4 credits
A BIO 425, 426	5 credits
A BIO 365, 366, 367	8 credits
A CHM 120 or 130, 121 or 131, 124, 125	8 credits
A CHM 220, 221, 222, 223	8 credits
A CHM 444 or 350, 445 or 351	6 credits
A PHY 140 or 141 or 142, 150 or 151 or 152	6 credits
A MAT 111 or 112 or 118, 113 or 119	8 credits
Additional laboratory and elective credits	4 credits
Total	65 credits

### Honors Program

The honors program is designed for outstanding students in programs leading to the B.S. degree in either Biology or Interdisciplinary Studies with a concentration in Biochemistry and Molecular Biology. Students may apply for admission to the honors program by submitting a letter of request to the departmental honors committee no later than April 15 of the freshman or sophomore year (for admission for the fall) or November 15 of the sophomore year (for admission in the spring). Junior transfers may apply at the time of their admission to the University. Students found acceptable by the committee must find a research adviser to supervise the independent study leading to an HONORS THESIS.

The requirements for admission include: (1) the candidate must declare the major and have completed (or have in progress at time of application) 12 credits of course work required for the biology major, including A BIO 130 or 121, 131 or 120, 201, 202Z; (2) an overall grade point average of 3.50; (3) a grade point average of 3.50 in courses required for the major; and (4) a written recommendation from an adviser, professor or teaching assistant if possible. Primary emphasis will be placed on indications of academic ability and maturity sufficient for applicants to complete with distinction a program involving independent research.

Students in the program are required to complete a minimum of 65 or 66 credits as specified for the respective program for the B.S. and must include: (1) at least 6 credits of independent study (A BIO 399, 499); the independent study, or honors research project, which will result in an HONORS THESIS; (2) at least 3 credits of course work at the 500 level or higher (not including A BIO 515) in the student's area of interest; and (3) oral presentation of research at a public seminar.

Students in the program must maintain both a minimum grade point average of 3.50 overall and in biology courses taken to satisfy major requirements during the junior and senior years. The progress of participants in the honors program will be reviewed at the end of the sophomore and junior years by the student's advisor and the departmental honors committee. Students not meeting academic and independent research standards may be precluded from continuing in the program during their senior year. These students may, of course, continue as Biology majors.

After completion of the requirements above, the departmental honors committee will make its recommendation to the faculty to grant the degree "with honors in biology" based upon (1) overall academic record, (2) performance and accomplishments of the independent study project(s), (3) the quality of the Oral Presentation (4) the evaluations of departmental faculty members who have supervised these activities.

### Combined B.S./M.S. Program

The combined B.S./M.S. program in Biology provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of undergraduate and master's degree programs from the beginning of the junior year.

The combined program requires a minimum of 138 credits, of which at least 30 must be graduate credits. In qualifying for the B.S., students must meet all university and college requirements, including the requirements of the undergraduate major described previously, the minimum 60-credit liberal arts and sciences requirement, general education requirements, and residency requirements. In qualifying for the M.S., students must meet all university and college requirements as outlined in the Graduate Bulletin, including completion of a minimum of 30 graduate credits and any other conditions such as a research seminar, thesis, comprehensive examination, professional experience, and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.S. and M.S. programs.

An application, which must include the consent from a faculty member to serve as the research advisor, should be made at the completion of the junior year. A minimum grade point average of 3.20 is required as well as three letters of recommendation from faculty. Students accepted into this program must complete at least 3 semesters of ABIO 399/399Z and 499/499Z.

Although the Graduate Record Examinations are not required for this program, students are encouraged to take the examinations in their senior year with the expectation that they will continue graduate studies. The standard graduate application should be submitted to the Office for Graduate Admissions. For further information, please contact the Department Main Office.

### Joint Seven-Year Biology/Optomety Program

This combined program sponsored by the State College of Optometry, State University of New York, and the University at Albany, provides students an opportunity to earn a Bachelor of Science (B.S.) degree in biology and a Doctor of Optometry (O.D.) in seven years. Participating students will matriculate at the University at Albany for three years and begin their optometry studies in year four of the program. Students will be awarded the B.S. degree after completion of their requirements at the end of the fourth year.

At the end of the seventh year and completion of all program requirements, students will be awarded the O.D. degree.

Students interested in making application to this program shall submit the necessary materials to the Pre-Health adviser in the

University's Advisement Services Center by the stated deadline in the middle of the spring semester of the freshman or sophomore year (transfer students are ineligible). Selection will be based on written application materials, academic progress, and a personal interview.

A minimum of a 3.30 grade point average on a scale of 4.0 in undergraduate courses completed at the time of application is required.

Students will complete three years (90 credits) of study at the University at Albany with a major in biology for a B.S. degree. Students attend SUNY-Optometry (New York City, NY) for the fourth year of study (and pay SUNY-Optometry tuition), beginning the first year of the professional program. With the completion of the fourth year of study, the University at Albany will accept as transfer credits 24 credits of biology and 6 credits of physics electives, for a total of 30 credits. Students in this program should take the Optometry Admission Test (OAT) in October or February of the third year at the University at Albany.

A minimum of 90 credits must be taken at the University at Albany. Summer course work completed the first and second year or between the second and third year at the University at Albany is acceptable for this program.

The following courses are required:

A BIO 130 or 121, 131 or 120, 201, 202Z, 212Y, 16 credits of biology electives\* (of which 12 credits must be at 300 or 400 level)

A CHM 120 or 130, 121 or 131, 124, 125, 220, 221, 222, 223

A MAT 112, 108

A PHY 105, 106, 108, 109

A PSY 101

In addition to the General Education Program requirements, students are required to enroll in 10 credits of electives.

*\*The biology electives MUST be 300-400 level courses in biology that are designated as courses that count towards the Biology major. The following courses will not be used as biology electives: A BIO 303, 325, 341, 342, 365, 406, 410, and 411.*

### Courses in Biological Sciences

#### A BIO 102 General Biological Sciences (3)

Introduction to the major concepts in biology and a survey of the common structures of organisms, including humans, and their functions at the molecular, cellular, organismal and

population levels. Emphasis placed on principles of ecology, inheritance, evolution and physiology relevant to human society. May not be taken for credit by students who have credit in A BIO 110, A BIO 120 or A BIO 131, A BIO 111 or A BIO 121 or A BIO 130, or other equivalent introductory courses. *Does not yield credit toward the major in biology.* Offered through the University in the High School Program only.

#### A BIO 117 Nutrition (3)

The biological roles of energy, protein, vitamins, and minerals; digestion, absorption, and storage of nutrients; the chemical nature of foods and food processing; assessment of nutritional status; interactions of nutrients and disease; food supplementation and community nutrition. *Does not yield credit toward the major in biology.*

#### A BIO 130 (formerly A BIO 121) General Biology: Molecular and Cell Biology and Genetics (3)

Formerly A BIO 121. First course in a two semester sequence which offers a comprehensive survey of the structures and functions common to all living systems at the molecular, cellular, organismal, and population levels. This course emphasizes molecular and cell biology, and genetics. May not be taken for credit by students who have credit for A BIO 111 or A BIO 121.

#### A BIO 131 (formerly A BIO 120) General Biology: Ecology, Evolution, and Physiology (3)

Formerly A BIO 120. Second course in a two semester sequence which offers a comprehensive survey of the structures and functions common to all living systems at the molecular, cellular, organismal, and population levels. This course emphasizes evolutionary principles, ecology, anatomy and physiology. May not be taken for credit by students who have credit for A BIO 110 or A BIO 120. Students must complete A BIO 131 with a C- or better to register for A BIO 212Y or A BIO 217. Prerequisite(s): A BIO 130 or A BIO 121.

#### A BIO 175 Forensic Science Investigation (3)

An introduction to forensic science and the various methodologies and applications used in today's multi-discipline crime laboratories. Topics will include a brief history of forensic science, introduction to crime laboratory disciplines and quality assurance, crime scene processing, analysis of physical evidence by the crime lab [firearms and tool marks, chemistry (toxicology, controlled substances), trace evidence, biology, patterned evidence, questioned documents, etc.] and presentation of test results in legal procedures. Does not yield credit toward the BS/BA in biology or the interdisciplinary BS in Biochemistry and Molecular Biology. This course is designed primarily for undergraduate students with little-to-no science background.

#### T BIO 176 Genomics & Biotechnology: The Broad Ranging Impact on Mankind (3)

The sequencing of the genomes of a large number of organisms, from bacteria to human, has provided enormous insights into a wide range of human endeavors. Almost no aspect of human knowledge has been untouched by the information being compiled. The information gathered

has also driven the development of new technologies designed to explore and exploit the information gathered. The goal of this course will be to familiarize students with the nature of the information that can be gathered from genomics and the benefits derived from the new biotechnologies. Also, simple research problems will be assigned to introduce students to the web based resources and programs used to analyze genomic data. Open to Honors College students only.

#### **A BIO 199 Contemporary Issues in Biological Sciences (1–3)**

Issues from the current literature in selected areas of biological sciences. Particular areas of study to be announced each semester. Intended for students interested in exploring in depth themes covered in large lecture classes. May be repeated for credit when topic varies. Prerequisite(s): consult instructor for specific prerequisites. *S/U* or *A–E* graded. May not be offered in 2018–2019.

#### **A BIO 201 (formerly A BIO 122) Introduction to Biological Investigations I (1)**

First course in a two-semester laboratory sequence designed for biology majors. Students will learn the process of scientific investigation, collaborate in designing, conducting and analyzing experiments, develop the ability to communicate in scientific format and gain expertise in a variety of laboratory instrumentation, techniques, skills and procedures. One laboratory period per week. May not be taken by students with credit for A BIO 110 or A BIO 122. Prerequisite(s): A BIO 130 or 121, A BIO 131 or 120, and A CHM 120, 121, 124, 125. Offered fall semester only. Course fee applies. Consult the Schedule of Classes.

#### **A BIO 202Z (formerly A BIO 123Z) Introduction to Biological Investigations II (1)**

Second course in a two-semester laboratory sequence designed for biology majors. Students will learn the process of scientific investigation, collaborate in designing, conducting and analyzing experiments, develop the ability to communicate in scientific format and gain expertise in a variety of laboratory instrumentation, techniques, skills and procedures. One laboratory period per week. May not be taken by students with credit for A BIO 111 or 123Z. Prerequisite(s): A BIO 130 or 121, A BIO 131 or 120, A BIO 201, and A CHM 120, 121, 124, 125. Offered spring semester only. Course fee applies. Consult the Schedule of Classes.

#### **A BIO 205 Human Genetics (3)**

Survey of human genetics emphasizing the principles and mechanisms of inheritance and including the analysis of the genetic material of humans; the behavior of genes in individuals, families, and populations; and the implications for human behavior and evolution, medicine, and society. Prerequisite(s): A BIO 130 or 121 and A BIO 131 or 120 or permission of instructor. *Does not yield credit toward the major in biology.*

#### **A BIO 212Y Introductory Genetics (4)**

Genetics from the classical Mendelian Laws of inheritance to molecular genetics. Topics will

include: DNA structure and replication; Mendelian genetics and recombination; population, fungal, somatic cell, and bacterial genetics; gene organization; the genetic code; mechanisms of gene expression and regulation; and applications of genetic technology. Three class periods and one discussion section. Prerequisite(s): A BIO 130 or 121 and A BIO 131 or 120, with a grade of *C–* or better in A BIO 121 or A BIO 131. Students must complete A BIO 212Y with a *C* or better to register for A BIO 365.

#### **A BIO 213 Microbiology in Health and Disease (4)**

Course content will include a brief history of microbiology and immunology; microbial structure, metabolism, growth, and genetics. Aspects of microbiology relevant to the health care professional, including disinfection, antimicrobial drugs, epidemiology, and specific human microbial diseases will also be covered. The course includes lectures and laboratory sessions. *Does not yield credit toward the major in biology.* May not be taken for credit by students with credit for A BIO 314 and A BIO 315. Prerequisite(s): A BIO 130 or 121, 131 or 120, 201, 202, A CHM 120, 121, 124, 125, or permission of instructor. May not be offered in 2018–2019.

#### **A BIO 217 Cell Biology (3)**

An introduction to modern cell biology. This course will present the basic organization of eukaryotic cells while stressing their elaborate structural-functional integration. The cells fundamental properties conserved through evolution will be stressed. Prerequisite(s): A BIO 130 or 121 and A BIO 131 or 120, with a grade of *C–* or better in A BIO 121 or A BIO 131.

#### **A BIO 218 Introduction to Plant Biology (3)**

An introduction to the great group of organisms that form the basis of our food web and provide us with our oxygen. Topics will include plant origins and evolution, physiology, morphology, and development. Along the way we will consider more general principles of body design and pattern formation, the unfolding of complex form from relatively unstructured beginnings. Prerequisite(s): A BIO 130 or 121, A BIO 131 or 120, A BIO 201, A BIO 202Z or permission of instructor. May not be offered in 2018–2019.

#### **A BIO 222 Biological Consequences of Global Climate Change (2)**

Introduction to the background, predictions, and empirical evidence for biological effects of increases in atmospheric greenhouse gases. Emphasis on regional-scale consequences for terrestrial and aquatic ecosystems, including agricultural and urban ecosystems. Lectures, demonstrations, exercises, and discussions based on current science, with focus on NE North America. Prerequisite(s): A BIO 131 or 120, A BIO 201. T BIO 222 is the Honors College version of A BIO 222. Only one version may be taken for credit. May not be offered in 2018–2019.

#### **T BIO 222Y Biological Consequences of Global Climate Change (3)**

T BIO 222 is the Honors College version of A BIO 222; only one version may be taken for credit. May not be offered in 2018–2019.

#### **T BIO 260 Neural Basis of Behavior (3)**

An analysis of the neural basis of innate and learned behaviors, as well as the neurological deficits accompanying lesions of different parts of the brain. Emphasis will be placed on sensory processing, reflexive behavior, feature extraction and behavioral triggers, using simple learned behaviors amenable to analysis at the neuronal level, including analysis of membrane electrical activity, chemical synaptic activity and neuro-modulation. Feature extraction will be considered as the basis of visual localization and prey (insect) capture in toads and in echo localization and insect capture in bats. Analysis of brain lesions will include both behavior and simultaneous brain imaging to connect the deficits with specific brain regions, and will cover semantic/episodic learning and amnesia, as well as speech/language comprehension. We will also discuss prospects for transplanting brain stem cells to cure diseases caused by cell death of specific neurons. T BIO 260 is the Honors College version of A BIO 460. Only one can be taken for credit. Neuroscience minors can take only one of T BIO 260 and T PSY 214 for credit toward the minor requirements. Open to Honors College students only. Prerequisite(s): A BIO 130 or 121, A BIO 131 or 120. May not be offered in 2018–2019.

#### **A BIO 296 Biological Sciences with Laboratory (2–4)**

Laboratory training in biological sciences. Yields laboratory credit towards the major in biological sciences. May be repeated for credit when topic varies.

#### **A BIO 298 Contemporary Issues in Biological Sciences, with Laboratory (1–3)**

Laboratory classroom training in selected areas of biological sciences. Particular areas of study to be announced each semester. Yields laboratory credit towards the major in biological sciences. May be repeated for credit when topic varies. Prerequisite(s): A BIO 201 and 202Z; consult with instructor for specific prerequisites. *S/U* or *A–E* graded. Course fee applies. Consult the Schedule of Classes.

#### **A BIO 302Z Cell Biology Laboratory (2)**

Introduction to modern techniques in cell biology, including advanced optical microscopy, DNA extraction and analysis, protein electrophoresis and western blotting, cell homogenization and fractionation, and cell culture. These techniques are used to investigate cell motility, membrane structure and permeability, mitochondrial respiration, DNA replication, the cell cycle, and cell adhesion. One laboratory period per week; additional time as required. Prerequisite(s): A BIO 201 and 202Z. Prerequisite(s) or corequisite(s): A BIO 217 and 365. Course fee applies. Consult the Schedule of Classes.

#### **A BIO 303 Developmental Biology (3)**

The development of form and function in animals with emphasis on molecular analyses of organismal and cellular events underlying fertilization, early development, morphogenesis and growth. Prerequisite(s): A BIO 212Y.

**A BIO 305 Developmental Biology Laboratory (2)**

This laboratory course examines the mechanisms of animal and plant development at the molecular and cellular level by modern and classical techniques. Topics include gametogenesis, fertilization, early and later development, cell division and morphogenesis. One laboratory period per week; additional time as required. Prerequisite(s): A BIO 201 and 202Z. Prerequisite(s) or corequisite(s): A BIO 303. Course fee applies. Consult the Schedule of Classes.

**A BIO 308 Parasitic Diseases and Human Welfare (3)**

Ecological, medical, and social interrelationships of selected parasitic diseases of people and domestic animals in temperate, semi-tropical, and tropical climates; role of wild animals as reservoirs or vectors of parasitic diseases in humans. Prerequisite(s): junior or senior standing, or permission of instructor. May not be offered in 2018-2019.

**A BIO 309 Genetics Laboratory (2)**

Laboratory studies that focus on the principles of transmission and molecular genetics of prokaryotes and eukaryotes and the significance of these principles to other aspects of biology. Genetic principles will be demonstrated through the utilization of model organisms such as lambda bacteriophage, *Escherichia coli*, *Saccharomyces cerevisiae*, *Drosophila melanogaster*, *Arabidopsis thaliana*, and *Caenorhabditis elegans*. Topics may include classical Mendelian genetics, molecular genetics and genomics, and modern applications of these techniques. One laboratory per week; additional flexible time as required. Prerequisite(s): A BIO 201, A BIO 202 and A BIO 212Y. Course fee applies. Consult the Schedule of Classes.

**A BIO 311 (= A GOG 310 & U UNI 310) World Food Crisis (3)**

Interdisciplinary approach to understanding world food problems through analyses of social, political, economic, nutritional, agricultural, and environmental aspects of world hunger. Faculty from several departments in the sciences, humanities, and social and behavioral sciences present approaches from various disciplines. *Does not yield credit toward the major in biology.* Only one version of A BIO 311 may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor. May not be offered in 2018-2019.

**A BIO 314 Microbiology (3)**

Introduction to the morphology, physiology, structure, genetics, and metabolism of microorganisms, including the roles played by microorganisms in medical, environmental, agricultural, and biotechnological sciences. Prerequisite(s): A BIO 212Y.

**A BIO 315 Microbiology Laboratory (2)**

Laboratory studies that deal with the culture and study of microorganisms, the dynamics of microbial growth, and the physiological basis of bacterial identification. One laboratory per week; additional flexible time as required. Prerequisite(s): A BIO 201 and 202Z, A BIO

212Y. Prerequisite(s) or corequisite(s): A BIO 314. Course fee applies. Consult the Schedule of Classes.

**A BIO 318 (= A ANT 312; formerly A BIO 419/ A ANT 412) Human Population Genetics (3)**

Population genetics theory is the foundation of evolutionary biology and contributes heavily to modern ideas in ecology, systematics, and agriculture. This course is an introduction to that theory with special emphasis on evolution. Only one of A ANT 312 and A BIO 318 may be taken for credit. Prerequisite(s): A ANT 211 or A BIO 205 or 212Y.

**A BIO 325 Comparative Anatomy of Chordates (4)**

Comparative study of embryonic development, functional morphology, adaptive radiation, and evolution of chordates. Three class periods, one laboratory period each week. Prerequisite(s): A BIO 201, A BIO 202Z, and A BIO 212Y. Course fee applies. Consult the Schedule of Classes.

**A BIO 326 Environmental Microbiology Laboratory (2)**

Explores the role of microbes in natural and human-impacted systems through topics such as nutrient cycling, waste degradation, bioremediation, waterborne disease, food safety, and pollution control. Informal lectures and current events discussions may be incorporated into laboratory exercises. One laboratory per week; additional flexible time as required. Prerequisite(s): A BIO 201 and 202Z, A BIO 212Y, and 314. Prerequisite(s) or corequisite(s): A BIO 365.

**A BIO 327 (formerly A BIO 445) Experimental Ecology (3)**

Fundamental ecological concepts are demonstrated with experimental manipulations and comparative assessment techniques. Local ecosystems are studied; the focus is on the effects of land use on ecosystem structure and function. Ecological assessment skills are developed in the field and laboratory. Lectures couple fundamental and applied topics, balancing understanding of ecological principles with realistic environmental problem solving. Students contribute to a report that becomes part of the record for a municipal wetland. Prerequisite(s): A BIO 201 and 202Z.

**A BIO 328 Invertebrate Ecology Laboratory (2)**

This laboratory will explore the invertebrate diversity found across terrestrial and aquatic habitats. It will examine taxonomic descriptors of different groups but will more specifically focus on the ecology of these organisms through experimentation, field work and critical reading of the primary literature. Through the semester, topics will be confronted that impact many invertebrates such as invasive species, habitat, chemical communication, predator-prey interactions, and competition. Students will be offered the opportunity to participate in several optional field trips to local streams as part of a citizen science project with the Department of Environmental Conservation. Prerequisite(s): A BIO 201, 202Z, and 212Y. Course fee applies. Consult the Schedule of Classes.

**A BIO 329 Genetics of Human Disease (3)**

Four categories of the involvement of human genes in disease will be explored using specific examples to illustrate general phenomena. First, inheritance of diseases caused by single mutant alleles will be discussed. Second, the pre-disposition of specific genotypes to disease will be investigated highlighting the interplay between genes and between the genes and the environment. Third, genetic instabilities that give rise to genetic rearrangements and chromosome loss will be explored. Fourth, the genetic interplay between host and pathogen will be explored with respect to the evolution of protective mechanisms by the host and evasion by the pathogen, and how new pathogens emerge. For each category, multiple cases of specific diseases will be discussed with an emphasis on both the molecular basis of the genetic interactions and the population genetics of disease spread and persistence. The potential of modern genetic techniques to provide diagnosis and treatment of diseases will also be discussed. Prerequisite(s): A BIO 212Y.

**A BIO 330 Principles of Ecology and Evolution (3)**

Survey of Ecology and Evolutionary Biology. Course will cover fundamental concepts and current advances in the fields of these two inter-related disciplines. Topics will include population biology, microevolution, macroevolution, community ecology, ecosystem ecology, and animal behavior. Emphasis will be on patterns and processes, and how those are studied. Prerequisite(s): A BIO 212Y.

**A BIO 335 Immunology (3)**

The structure and function of the antibody molecule and of reactions between antigen and antibody. Also covers cellular interactions in the immune response as well as both the beneficial and harmful consequences of the response. Prerequisite(s): A BIO 212Y. Prerequisite(s) or corequisite(s): A BIO 365.

**A BIO 336Z Laboratory in Immunology (2)**

Modern laboratory techniques will be performed to study the cellular and humoral components of the immune system; immune cells and cell markers, immunoglobulin purification and characterization, antibody and antigen identification assays including immunodiffusion and immunoelectrophoresis, and enzyme-based immunoassays (ELISA). One laboratory per week, plus additional flexible time as required. Prerequisite(s): A BIO 201 and 202Z. Prerequisite(s) or corequisite(s): A BIO 335. Course fee applies. Consult the Schedule of Classes.

**A BIO 341 Neurobiology (3)**

The structure and function of the nervous system examined at the cellular level. Topics include: organization of nervous systems; morphology and physiology of nerve cells; synaptic transmission; sensory processing; cellular circuitry underlying "simple" behaviors; cellular basis of learning; and the development of neuronal connections. Prerequisite(s): A BIO 130 or 121, A BIO 131 or 120.



**A BIO 342 Neurophysiology Laboratory (2)**

A computer-based laboratory course examining the electrophysiological properties of the nervous system. The course will cover basic principles underlying resting potentials, passive electrical properties, action potentials, synaptic transmission and oscillatory neural networks. Simulation software will be used to model nerve cells and neural networks. Demonstrations of basic electrophysiological techniques will parallel the computer simulations. Prerequisite(s): A BIO 201 and 202Z, and A BIO 341 or permission of instructor. Course fee applies. Consult the Schedule of Classes.

**A BIO 343 Evolutionary Biology and Human Health (3)**

This course illustrates the importance and utility of evolutionary perspectives on various topics related to human health. In addition to the "how" questions, this course also introduces the "why" questions. Various evolutionary hypotheses are examined. Arguments for and counter-arguments against each hypothesis are presented to foster understanding of each topic. Selected topics include infectious diseases, pathogen virulence, allergy/asthma, mental health/addiction, genetic disorders, diseases of civilization, sex, pregnancy, and aging. Prerequisite(s): A BIO 212Y. May not be offered in 2018-2019.

**A BIO 365 Biological Chemistry I (3)**

The chemistry and biochemical interrelationship of carbohydrates, lipids, and nucleic acids; enzyme catalysis and introduction to metabolism. Only one of A CHM 342 and A BIO 365 may be taken for credit. Prerequisite(s): A CHM 220 and A CHM 221 and a grade of C or better in A BIO 212Y.

**A BIO 366 Biological Chemistry II (3)**

Control and regulation of metabolic pathways, expression and transmission of genetic information, and a variety of selected current topics. Prerequisite(s): A BIO 365.

**A BIO 367 Biochemistry Laboratory (2)**

This laboratory course is designed to provide basic training in various procedures used in present day biochemical research. These will include methods for protein purification, enzyme kinetics, peptide sequencing, and fractionation of intracellular components. In addition, biochemical processes such as glucose metabolism and photosynthesis will be studied. One laboratory period each week. Prerequisite(s): A BIO 201 and 202Z. Prerequisite(s) or corequisite(s): A BIO 365 or equivalent and permission of instructor. Course fee applies. Consult the Schedule of Classes.

**A BIO 375 Principles of Human Disease (3)**

This course will cover a wide variety of human diseases from an anatomical, physiological, genetic, pathological, and/or public health perspective. We will investigate the onset, cause, or contraction of the disease, potential pre-disposition to, diagnosis, pathophysiology, physical symptoms, and treatment of many common and uncommon human diseases and conditions. We will explore in depth many types of cancer, genetic diseases, and physical abnormalities, as

well as diseases caused by developmental defects, microorganisms, aging, and/or environmental exposure. Scientific research and investigations of human diseases of current public health concern will be emphasized. Using current literature, students will identify and research a human disease of personal interest, then present their research in a scientific poster for a portion of their grade. Prerequisite(s): A BIO 212Y AND A BIO 217. Course fee applies. Consult the Schedule of Classes.

**A BIO 389Z Writing in Biology (1)**

Students who are concurrently registered in, or have previously taken, any 300 or 400 level biology course which yields credit toward the major, may with permission of the instructor of that course, enroll in A BIO 389Z and fulfill a writing intensive version of that other course. One additional meeting per week in which writing techniques and experiences are stressed is required. Written work that will be used for credit in A BIO 389Z must be in addition to any writings required for the companion course. Prerequisite(s) or corequisite(s): a companion biology course at the 300 or 400 level. S/U graded.

**A BIO 397 Topics in Biology (1-3)**

Issues from the current literature in selected areas of biology. Particular areas of study to be announced each semester. Yields credit toward the major in biological sciences. May be repeated for credit when topic varies. Prerequisite(s): junior or senior class standing, and permission of instructor.

**A BIO 398 Topics in Biology, with Laboratory (1-3)**

Issues in selected areas of biology. Particular areas of study to be announced each semester. Yields laboratory credit toward the major in biological sciences. May be repeated for credit, when topic varies. Prerequisite(s): A BIO 201 and 202Z, junior or senior standing, and permission of instructor. Consult the Schedule of Classes.

**A BIO 399/399Z Supervised Research for Juniors (2-3)**

Individual, independent research on selected topics in biology. Critical analysis of selected research papers. Junior majors in the department of biological sciences apply for this course through the prospective research adviser. Students taking two or more semesters of A BIO 399, 399Z, 499, or 499Z will prepare a poster or make an oral presentation at the Departmental Research Symposium. A copy of the final written report of each semester's work, preferably typewritten in journal format, is kept on permanent file in the department. May be taken either semester. A maximum of 6 credits may be earned in A BIO 399 and 399Z.

**A BIO 401 (formerly A BIO 320) Ecology (3)**

This course covers fundamental questions in ecology, and the process of ecological research, spanning levels of organization from individual organisms to populations, communities, and beyond. The range of topics includes physiological ecology, behavioral ecology, population ecology, species interactions, community ecology,

ecosystem ecology, macroecology, and applied ecology. Each week the class will address topics with a lecture, a computer lab, and a discussion. May not be taken by students with credit for A BIO 320. Prerequisite(s): A BIO 212Y, A BIO 330, and A MAT 111 or A MAT 112.

**A BIO 402 Evolution (3)**

The patterns and processes of biological change with time from the origins of life, through major evolutionary innovations, to the development of human culture. Fundamental concepts in biology will be stressed, including information, mutation, selection, random drift, and adaptation. Prerequisite(s): A BIO 212Y and A BIO 330.

**A BIO 406 Vertebrate Histology (4)**

A laboratory-intensive study of the microanatomy and function of animal cells, tissues and major vertebrate organs, excluding the brain. Practical work with bright-field microscopy and preparation of formalin-fixed, paraffin-embedded, sectioned and stained tissues. Three class periods, one laboratory period each week. Extra time may be needed to complete individual projects. Prerequisite(s): A BIO 201, 202Z, A BIO 217 or A BIO 303; A BIO 325 and/or 410 recommended but not required. Course fee applies. Consult the Schedule of Classes.

**A BIO 410 Human Physiology (3)**

The functions of organ systems and their contributions to the functions of the human body as a whole. Topics to include: nervous, cardiovascular, respiratory, gastrointestinal systems and energy metabolism and temperature regulation. Two 1 1/2-hour lecture periods each week. Prerequisite(s): A BIO 201 and 202Z.

**A BIO 411Z Human Physiology Laboratory (2)**

A mixture of lab experiments and computer simulations in systemic physiology with emphasis on membrane transport and excitability, muscle contraction, cardiovascular regulation, respiration and metabolism, acid-base control, renal system physiology, and sensory physiology. Three hours laboratory and one hour discussion per week, with emphasis on writing of scientific lab reports. Prerequisite(s): A BIO 201 and 202Z. Corequisite(s): A BIO 410. Course fee applies. Consult the Schedule of Classes.

**A BIO 413 Biology of Stem Cells (3)**

Stem cells are characterized by the ability to renew themselves through mitotic cell division and the potential to differentiate into a diverse range of specialized cell types. As such they are the focus of considerable interest by the biomedical research community and in the area of regenerative medicine. In addition, derivation from embryonic tissues raises ethical concerns. This lecture course focuses on the biological and genetic characteristics of stem cells that originate from embryonic and adult tissues. Study materials will be drawn from contemporary scientific papers and web based resources. Prerequisite(s): A BIO 212Y, A BIO 303, and permission of instructor.

**A BIO 425 Molecular Biology (3)**

Mechanisms of gene expression and regulation will be studied, using examples from bacteria and eukaryotes. Discussion will include experimental approaches to gene cloning and sequencing, analysis of DNA-protein interactions, and structure and function of RNA. Prerequisite(s): A BIO 212Y. Prerequisite(s) or corequisite(s): A BIO 365.

**A BIO 426 Laboratory in Molecular Biology (2)**

Experiments in the modern techniques of recombinant molecular biology will be performed. These may include restriction mapping of plasmids, gene cloning, DNA blotting, DNA sequence analysis, plasmid constructions, and gene expression studies. One laboratory per week, plus additional flexible time as required. Prerequisite(s): A BIO 201 and 202Z, A BIO 212Y. Prerequisite(s) or corequisite(s): A BIO 365 and 425. Course fee applies. Consult the Schedule of Classes.

**A BIO 429 Molecular Virology (3)**

Viruses are usually associated with damaging and often fatal infections. However without viruses our world would be a very different place. This course will introduce the fundamental principles of virology with an emphasis on the viral replication strategies, virus-cell interactions, pathogenesis, and evolution of viruses; as well strategies applied for control and prevention of infection. Prerequisite(s): A BIO 212Y and 217. Prerequisite or corequisite(s): A BIO 365. May not be offered in 2018-2019.

**A BIO 432 Animal Behavior (3)**

Evolutionary ecology of behavior, optimization, game theory; diet selection, foraging under uncertainty; group formation and dissolution; social parasitism, among-individual behavioral diversity; interaction with kin, conflict and cooperation; individual behavior and population dynamics. Completion of course requires submission of three papers. Prerequisite(s): A BIO 212Y, and A MAT 111 or A MAT 112. May not be offered in 2018-2019.

**A BIO 435 Methods in Biotechnology (2)**

This laboratory course is designed to provide training in modern techniques used in Forensic and Biomedical fields. These will include sequential methods for RT-PCR, PCR product cloning, analysis of recombinant plasmid clones, PCR-based VNTR genotyping, Restriction Fragment Length Polymorphism analysis, immunoblotting and immunofluorescence staining. One laboratory period each week. Prerequisite(s): A BIO 201 and 202Z. Prerequisite(s) or corequisite(s): A BIO 365 or permission of instructor. Course fee applies. Consult the Schedule of Classes.

**A BIO 441 Molecular Neurobiology (3)**

The molecular biology of learning, memory, neural development and neurological disease. The course will relate the structure and function of receptors, second messengers, cytoskeletal proteins, transcription factors and gene structure to their roles in the nervous system. Prerequisite(s): A BIO 365 and either A BIO 341 or A BIO 217.

**A BIO 447 Cellular Aspects of Neurophysiology (3)**

The course covers ion channels in excitable membranes, synaptic transmission and synaptic plasticity. It correlates the properties of ion channels and synaptic transmission with their physiological functions, such as learning and memory and sensory information processing. It discusses the organization principles for the formation of functional neural networks at synapse and cellular levels. Prerequisite(s): A BIO 121 or A BIO 130 and A BIO 341.

**A BIO 453 Ecology and Evolution of Infectious Diseases (3)**

The course examines the ecology and evolution of host-parasite interactions; the diversity of parasitic organisms (microparasites and macroparasites) and their transmission modes; models of disease dynamics in populations; host, parasite, and environmental sources of heterogeneity in transmission rates; eco-immunology; host-parasite co-evolution; community ecology of infectious diseases; parasite biogeography; emerging infectious diseases; the ecological context of One Health initiatives, and zoonoses and public health; infectious diseases and wildlife conservation; parasite conservation; and current challenges and opportunities in the study of ecology and evolution of infectious diseases. Prerequisite(s): A BIO 330 or permission of instructor.

**A BIO 460 Neural Basis of Behavior (3)**

An analysis of the neural basis of innate and learned behaviors, as well as the neurological deficits accompanying lesions of different parts of the brain. Emphasis will be placed on sensory processing, reflexive behavior, feature extraction and behavioral triggers, using simple learned behaviors amenable to analysis at the neuronal level, including analysis of membrane electrical activity, chemical synaptic activity and neuromodulation. Feature extraction will be considered as the basis of visual localization and prey (insect) capture in toads and in echo localization and insect capture in bats. Analysis of brain lesions will include both behavior and simultaneous brain imaging to connect the deficits with specific brain regions, and will cover semantic/episodic learning and amnesia, as well as speech/language comprehension. We will also discuss prospects for transplanting brain stem cells to cure diseases caused by cell death of specific neurons. Only one of A BIO 460 and T BIO 260 can be taken for credit. Prerequisite (s): A BIO 341 or equivalent or permission of instructor.

**A BIO 475 Forensic Biology I (3)**

In this course (1 credit lecture and 2 credit laboratory), students will learn about many of the techniques routinely carried out in forensic biology laboratories. They will begin with search and recovery of mock biological evidence, move on to serological testing of body fluids, and then spend several weeks focusing on DNA techniques. Students will extract and quantify DNA using three different methods and generate a DNA profile using state of the art methodology. Prerequisite(s): A BIO 425 or permission of instructor.

**A BIO 477 Forensic Science (3)**

Forensic Science (1 credit lecture and 2 credits laboratory) will introduce students to commonly used forensic science techniques and instrumentation. Topics covered in this course will include pattern evidence, microscopy, ballistics, forensic chemistry, forensic biology, toxicology, crime scene collection, laboratory safety and quality assurance. Students will follow standard operating procedures with regard to documentation, sample preparation, data collection and analysis and reporting. The laboratory will conclude with students working a mock evidence case or performing quality control on tested samples and reporting their findings. Prerequisite(s): junior standing or permission of the instructor.

**A BIO 478 Instrumental and Biochemical Analysis (2)**

This course (2 credit laboratory) will introduce students to analytical methods as well as classic and state-of-the-art instrumentation typically employed in accredited forensic laboratories for the extraction, separation, identification and quantitative analysis of chemical and biochemical substances. More importantly, students will complete experiments with various platforms that include Ultraviolet-Visible Spectrophotometer, Fourier Transform Infrared Spectroscopy, Mass Spectrometry, and Gas Chromatography. Laboratory topics will include casework, documentation, sample preparation, data collection and analysis, reporting, quality assurance, and laboratory safety. The laboratory will conclude with students working a sample case, reporting their findings in a written summary and oral presentation. Prerequisite(s): A BIO 365 or permission of the instructor.

**A BIO 480 Forensic Chemistry and Toxicology (3)**

This course (1 credit lecture and 2 credits laboratory) is an advanced course that utilizes methodology and instrumentation commonly used in today's accredited forensic chemistry and toxicology laboratories. For example, gas chromatography, mass spectrometry, headspace chromatography, TLC, immunoassay, liquid and solid phase extraction, etc. will be used to forensically analyze and interpret drug chemistry, and biochemical and toxicological substances. Other topics will include casework, documentation, sample preparation, chemical and instrumental analysis, data processing, reporting, uncertainty measurement, and statistical analyses. Laboratory safety and quality assurance will also be included in the course. Students will process evidence from a mock crime scene and collect samples for Forensic Chemistry and Toxicology testing. The laboratory will conclude with students working a sample case, reporting their findings in a 1-2 page summary and oral presentation. Prerequisite(s): A BIO 478 or permission of the instructor.

**A BIO 490 (= A PSY 490)  
Topics in Neuroscience (3)**

This course is designed as the capstone course for the interdisciplinary Neuroscience Minor. It is expected that Minors will take this course in the fall of their senior year. This course will be team taught by Neuroscience faculty from Biology and Psychology and will cover current

topics in neuroscience research, engaging students in the original research literature and providing information about graduate education and careers in neuroscience. Prerequisite(s): permission of instructor.

#### **A BIO 499/499Z Supervised Research for Seniors (2–4)**

Individual, independent research on selected topics in biology. Critical analysis of selected research papers. Senior majors in the department of biological sciences apply for this course through the prospective research adviser. A copy of the final written report of each semester's work, preferably typewritten in journal format, is kept on permanent file in the department. May be taken either semester. Students taking two or more semesters of A BIO 399, 399Z, 499, or 499Z will prepare a poster or make an oral presentation at the Departmental Research Symposium. A maximum of 8 credits may be earned in A BIO 499 and 499Z.

## **Department of Chemistry**

### **Faculty**

#### *Distinguished Professor Emeritus*

Eric Block, Ph.D.

(Carla Rizzo Delray '42 Professorship)  
Harvard University

#### *Distinguished Teaching Professor of Atmospheric and Environmental Sciences and Chemistry Emeritus*

John W. Delano, Ph.D.

SUNY at Stony Brook

#### *Professors Emeriti*

Robert E. Frost, Ph.D.

Harvard University

Frank M. Hauser, Ph.D.

University of North Carolina

Bernard J. Laurenzi, Ph.D.

University of Pennsylvania

Eugene McLaren, Ph.D. (Collins Fellow)

Washington University

Yash P. Myer, Ph.D.

University of Oregon

Ramaswamy H. Sarma, Ph.D.

Brown University

Charles P. Scholes, Ph.D.

Yale University

Lawrence C. Snyder, Ph.D.

(O'Leary Professor)

Carnegie Institute of Technology

Andrew J. Yencha, Ph.D.

University of California, Los Angeles

#### *Emerita Professor of Education and Chemistry*

Audrey Champagne, Ph.D.

University of Pittsburgh

#### *Professors*

Paul F. Agris, Ph.D.

Massachusetts Institute of Technology

Evgeny Dikarev, Ph.D.

Moscow State University

Daniele Fabris, Ph.D.

University of Padua, Italy

Igor Lednev, Ph.D.

Moscow Institute of

Physics & Technology

Rabi A. Musah, Ph.D.

University of Arkansas

Li Niu, Ph.D.

University of Wisconsin

Marina Petrukhina, Ph.D.

Moscow State University

Alexander Shekhtman, Ph.D.

University at Albany

John T. Welch, Ph.D.

Case Western Reserve University

#### *Associate Professor Emeritus*

Lawrence H. Daly, Ph.D.

Rensselaer Polytechnic Institute

#### *Associate Professors*

Jayanti Pande, Ph.D.

University at Albany

Paul J. Toscano, Ph.D.

Johns Hopkins University

#### *Assistant Professors*

Alan Chen, Ph.D.

Washington University

Jeremy Feldblyum, Ph.D.

University of Michigan

Gerd-Uwe Flechsig, Ph.D.

University of Rostock

Jan Halamek, Ph.D.

Masaryk University

Maksim Royzen, Ph.D.

New York University

Jia Sheng, Ph.D.

Georgia State University

Jun Wang, Ph.D.

Purdue University

Ting Wang, Ph.D.

The Ohio State University

Zhang Wang, Ph.D.

Columbia University

Mehmet Yigit, Ph.D.

University of Illinois

at Urbana-Champaign

Qiang Zhang, Ph.D.

Boston University

#### *Adjuncts (estimated): 1*

#### *Teaching Assistants (estimated): 21*

The objective of the department is to provide students with a broad, fundamental knowledge of modern theoretical and experimental chemistry enabling graduates to embark immediately on professional careers in chemistry or to continue study at an advanced level toward higher degrees. The general program in chemistry is approved by the Committee on Professional Training of the American Chemical Society.

## **Careers**

Chemistry gives students the tools to think analytically, to solve problems, and to create new materials with unusual properties. A strong foundation in chemistry, coupled with a background in other disciplines such as biology, physics, and even art or business, can lead to the confidence and flexibility to take on challenging jobs after graduation. Career choices may include classic positions in industrial or governmental laboratories as a production, control, or analytical chemist. However, with a background in chemistry, career options are diverse and broad, including the potential to enter graduate and professional schools. Our graduates have secured employment in pharmaceuticals, medicine, petrochemicals, materials science, as well as the cosmetics and aerospace fields. Furthermore, a graduate may choose a career path as a research assistant, technical sales and service representative, secondary school teacher, science writer or editor, forensic or environmental scientist, patent attorney, art restorer, information scientist, toxicologist, or even investment counselor or public relations specialist.

## **Degree Requirements for the Major in Chemistry**

**General Program B.A.** Combined major and minor sequence consisting of 55 credits: A CHM 120 or 130 or T CHM 130, 121 or 131 or T CHM 131, 124, 125, 220, 221, 222, 223, 226, 227, 352Z, 417, 420, 429, 431, 444, and 3 credits in advanced chemistry; A MAT 111 or 112 or 118; 113 or 119; A PHY 140 or 141, 145, 150 or 151, and 155.

**General Program B.S.** Within this program, a student has a choice of three tracks: Chemistry Emphasis (67 or 68 credits); Chemical Biology Emphasis (72 credits); Chemistry/Forensic Chemistry Emphasis (72 credits). The specific requirements for individual tracks are outlined below.

**Chemistry Emphasis B.S.** Combined major and minor sequence consisting of 67 or 68 credits: A CHM 120 or 130 or T CHM 130, 121 or 131 or T CHM 131, 124, 125, 220, 221, 222, 223, 226, 227, 342 or 442, 350, 351, 352Z, 417, 420; 3 or 4 credits in advanced chemistry laboratories from A CHM 344, 426, or 429 and 431; and 3 credits in advanced chemistry in courses other than A CHM 424, 425, 426, 444, or 445; A MAT 111 or 112 or 118, 113 or 119, 214 or 218; A PHY 140 or 141, 145, 150 or 151, 155, 240 or 241.

**Chemical Biology Emphasis B.S.** Combined major and minor sequence consisting of 72 credits: A CHM 120 or 130 or T CHM 130, 121 or 131 or T CHM 131, 124, 125, 220, 221, 222, 223, 226, 227, 350 or 444, 351 or 445, 352Z, 417, 420, 442, 443, 446; A BIO 120, 121, 201, 202, 212; A MAT 111 or 112 or 118, 113 or 119; A PHY 140 or 141, 145, 150 or 151, 155.

**Chemistry/Forensic Chemistry Emphasis B.S.** Combined major and minor sequence consisting of 72 credits: A CHM 120 or 130 or T CHM 130, 121 or 131 or T CHM 131, 124, 125, 220, 221, 222, 223, 226, 227, 250, 251, 342 or 442, 350 or 444, 351 or 445, 352Z, 417, 420, 429, 431, 447, 448, 449; A MAT 108, 111 or 112 or 118, 113 or 119; A PHY 140 or 141, 145, 150 or 151, 155.

### Honors Program

The honors program in chemistry is designed for outstanding students enrolled in the general program leading to the B.S. degree, Chemistry Emphasis, or Chemical Biology Emphasis, or Forensic Chemistry Emphasis. Students may apply for admission to the honors program by submitting a letter of request to the department chair no later than April 15<sup>th</sup> of the sophomore year (for admissions in the fall) or November 15<sup>th</sup> of the junior year (for admission in the spring). Junior transfers may apply at the time of their admission to the University. Primary emphasis will be placed on indications of academic ability and maturity sufficient for applicants to pursue with distinction a program involving independent research.

The minimum requirements for admission include: (1) Completion of A CHM 120 (or 130 or T CHM 130), 121 (or 131 or T CHM 131), 124, 125, 220, 221, 222, 223, 226 and 227 or their equivalents; (2) An overall grade point average of 3.25; (3) A grade point average of 3.50 in chemistry courses required for the major; and (4) Written recommendations from at least three faculty members, one of whom, preferably should be from outside the Department of Chemistry.

Students in the program must maintain both a minimum grade point average of 3.25 overall and of 3.50 in chemistry courses taken to satisfy major requirements during the junior and senior years. The progress of participants in the honors program will be reviewed at the end of junior year by the student's adviser and the Departmental Undergraduate Committee. Students not meeting academic and independent research standards at that

time may be precluded from continuing in the program during their senior year. These students may, of course, continue as majors.

Students may select from the following three emphases or tracks.

- Honors B.S. Chemistry, Chemistry Emphasis 71 credits total as follows: in addition to the 20 credits listed above and mathematics and physics requirements listed for the general B.S. Chemistry program, with Chemistry Emphasis, A CHM 342 or 442, 350, 351, 352Z, 417, 420, and 3 credits of advanced chemistry at the 400 level, not including research courses (64 credits); 3 credits of A CHM 426 (Undergraduate Research); and 4 credits of A CHM 427 (Honors Undergraduate Research). Student independent research must include an honors research project, culminating with a written honors thesis and departmental seminar by the end of the student's last semester.
- Honors B.S. Chemistry, Chemical Biology Emphasis: 76 credits total as follows: 72 credits as outlined in the general B.S. Chemistry program, with Chemical Biology Emphasis, with the exception A CHM 417 is replaced with A CHM 426 (Undergraduate Research); and 4 credits of A CHM 427 (Honors Undergraduate Research). The independent study must include an honors research project, culminating with a written honors thesis and departmental seminar by the end of the student's last semester.
- Honors B.S. Chemistry, Forensic Chemistry Emphasis: 79 credits total as follows: 72 credits as outlined in B.S. Chemistry with Forensic Chemistry emphasis; 3 credits of A CHM 428 (Forensic Chemistry Research); and 4 credits of A CHM 427 (Honors Undergraduate Research). The independent study must include an honors research project, culminating with a written honors thesis and departmental seminar by the end of the student's last semester.

After completion of the requirements above, the records of the candidates will be reviewed by the Departmental Undergraduate Committee. After consideration of overall academic record, performance and accomplishments in the research project, the quality of the Honors Seminar and Thesis, and the evaluations of departmental faculty members who have supervised these activities, a recommendation for or against a degree "with honors in chemistry" will be made by the committee to the departmental faculty. The final recommendation will

be made by the departmental faculty and transmitted to the departmental chair.

### Combined B.S./M.S. Program

The combined B.S./M.S. program in chemistry provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of undergraduate and master's degree programs from the beginning of the junior year. A carefully designed program can permit a student to earn the B.S. and M.S. degrees within nine semesters.

The combined program requires a minimum of 138 credits, of which at least 30 must be graduate credits. In qualifying for the B.S., students must meet all University and college requirements, including the requirements of the undergraduate major described previously, the minimum 60-credit liberal arts and sciences requirement, general education requirements, and residency requirements. In qualifying for the M.S., students must meet all University and college requirements as outlined in the Graduate Bulletin, including completion of a minimum of 30 graduate credits and any other conditions such as a research seminar, thesis, comprehensive examination, professional experience, and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.S. and M.S. programs.

The undergraduate requirement of A CHM 420 may be satisfied by A CHM 520A. Likewise, the requirement of 6 credits in advanced chemistry may be satisfied by two 500 level graduate courses.

Students may apply for admission to the combined degree program in chemistry after the successful completion of 56 credits and after the satisfactory completion of A CHM 350 or 444. A cumulative grade point average of 3.20 or higher and three supportive letters of recommendation from faculty are required for consideration.

### Courses in Chemistry

#### A CHM 100 Chemistry and Sustainability (3)

The course discusses, from chemistry point of view, air quality, water pollution, green energy, food and drug safety, fitness and health, agro- and household chemicals, and other topics related to sustainable chemistry. The basic concepts of chemistry, such as atomic theory, bonding, chemical reactions, gas laws, molecular structure, and intermolecular forces will also be covered. The course integrates both lectures and lab assignments. Two lectures and one lab period per week. Does not yield credit toward the major or minor in chemistry. Course fee applies. Consult the Schedule of Classes.

**A CHM 101 The Chemistry of Sex, Drugs, and Sports (3)**

This is a general education course designed for an audience with a casual interest in scientific matters. This course will focus on topics related to everyday life experiences and activities, such as human behavior, nutrition and medicines/drugs from the chemistry point of view, and the impact of our activities on health, education, law and public policy. We will analyze the social consequences and ethical dimensions of developing technologies. The ultimate goal of this class is to encourage a lifelong interest and learning in scientific issues using chemistry principles and technological developments. Two lectures and one lab period per week. Does not yield credit toward the major or minor in chemistry. Course fee applies. Consult the Schedule of Classes.

**A CHM 105 Chemistry in Our Lives (3)**

The purpose of this course is to provide students with an understanding of the fundamental principles of chemistry and their applications in everyday life. The course will explore the impact of chemistry on modern life by looking at its role in the environment, medicine, nanotechnology and polymers. Does not yield credit toward the major or minor in chemistry.

**A CHM 120 General Chemistry I (3)**

Atomic theory, quantitative relationships in chemical change, electronic structure of atoms and chemical periodicity, chemical bonding, and states of matter.

**A CHM 121 General Chemistry II (3)**

Elementary principles of chemical equilibrium, thermodynamics, and kinetics; electrochemistry; descriptive chemistry of the elements and their compounds. Prerequisite(s): A CHM 120 or 130.

**A CHM 124 (formerly A CHM 122A) General Chemistry Laboratory I (1)**

Introduction to laboratory techniques, experiments demonstrating chemical principles in General Chemistry I, including stoichiometry, calorimetry, and properties of some elements and compounds. Prerequisite(s) or corequisite(s): A CHM 120 or 130. Course fee applies. Consult the Schedule of Classes.

**A CHM 125 (formerly A CHM 122B) General Chemistry Laboratory II (1)**

Application of laboratory techniques, experiments demonstrating chemical principles of General Chemistry II, including solution properties, kinetics, equilibrium, and qualitative analysis of some anions and cations. Prerequisite(s): A CHM 124. Prerequisite(s) or corequisite(s): A CHM 121 or 131. Course fee applies. Consult the Schedule of Classes.

**A CHM 126 (formerly A CHM 123A) Problem Solving: General Chemistry I (1)**

Applications of the principles and methods studied in General Chemistry I. Assignments selected from the subject matter of General Chemistry I are aimed at aiding the student to develop a more thorough understanding of the subject. Corequisite(s): A CHM 120. *S/U* graded.

**A CHM 127 (formerly A CHM 123B) Problem Solving: General Chemistry II (1)**

Applications of the principles and methods studied in General Chemistry II. Assignments selected from the subject matter of General Chemistry II are aimed at aiding the student to develop a more thorough understanding of the subject. Corequisite(s): A CHM 121. *S/U* graded.

**A CHM 130 Advanced General Chemistry I (3)**

Energy, enthalpy, thermochemistry, quantum mechanics and atomic theory, general concepts of bonding, covalent bonding and orbitals, gases, liquids, and solids. Students will be introduced to faculty research within the Department of Chemistry, as well as interdisciplinary areas. Only one of A CHM 120 and 130 and T CHM 130 may be taken for credit.

**T CHM 130 (formerly A CHM 130H) Advanced General Chemistry I (3)**

T CHM 130 is the Honors College version of A CHM 130; only one version may be taken for credit.

**A CHM 131 Advanced General Chemistry II (3)**

Chemical kinetics, chemical equilibrium, spontaneity, entropy, free energy, electrochemistry, transition metals, coordination chemistry, organic and biochemical molecules. Only one of A CHM 121 and 131 and T CHM 130 may be taken for credit. Prerequisite(s): A CHM 130 or T CHM 130.

**T CHM 131 (formerly A CHM 131H) Advanced General Chemistry II (3)**

T CHM 131 is the Honors College version of A CHM 131; only one version may be taken for credit.

**A CHM 133 (formerly A CHM 133A) Problem Solving: Chemical Principles I (1)**

Discussions and applications of the principles and methods studied in Chemical Principles. Assignments selected from the subject matter of Chemical Principles are aimed at helping the student develop a more thorough understanding of the subject. Corequisite(s): A CHM 130. *S/U* graded.

**A CHM 134 (formerly A CHM 133B) Problem Solving: Chemical Principles II (1)**

Discussions and applications of the principles and methods studied in Chemical Principles. Assignments selected from the subject matter of Chemical Principles are aimed at helping the student develop a more thorough understanding of the subject. Corequisite(s): A CHM 131. *S/U* graded.

**A CHM 143 Pre-Organic Chemistry (1)**

The course provides a background and review of those topics necessary for success in organic chemistry. Topics may include bonding, Lewis acid/bases, hybridization, electronegativity, polarizability, 3-D structures, energy profile diagrams, oxidation states, and reaction mechanisms. Carbon containing compounds will be emphasized. Prerequisite(s): A CHM 120. Prerequisite(s) or corequisite(s): A CHM 121.

**A CHM 199 Current Topics in Chemistry (1–3)**

Selected topics from the current chemical literature in selected areas of chemistry. Particular areas of study to be announced each semester. Intended for students interested in exploring in depth themes and topics covered in larger lecture courses or topics in addition to those that can be treated in such settings. May be repeated for credit when content varies. Prerequisite(s): permission of instructor.

**A CHM 220 (formerly A CHM 216A) Organic Chemistry I (3)**

Structure, synthesis, and reactions of the principal classes of organic compounds, stressing the underlying principles of reaction mechanisms and stereochemistry techniques. Prerequisite(s): A CHM 121 or 131 and 125.

**A CHM 221 (formerly A CHM 216B) Organic Chemistry II (3)**

Introduction to spectroscopic characteristics of organic compounds; continued classification of "reaction types" exhibited by organic molecules; chemistry of carbonyl compounds; aspects of aromatic chemistry, heterocycles, nitrogen compounds, polymers, and biologically important molecules. Prerequisite(s): A CHM 220.

**A CHM 222 (formerly A CHM 217A) Organic Chemistry Laboratory I (1)**

Basic techniques of organic chemistry including extraction, crystallization, distillation, and chromatography; physical properties of compounds. Prerequisite(s) or corequisite(s): A CHM 220. Course fee applies. Consult the Schedule of Classes.

**A CHM 223 (formerly A CHM 217B) Organic Chemistry Laboratory II (1)**

Application of basic techniques of organic chemistry to the synthesis and qualitative analysis of organic compounds. Applications of IR and NMR spectroscopy. Prerequisite(s): A CHM 222; prerequisite(s) or corequisite(s): A CHM 221. Course fee applies. Consult the Schedule of Classes.

**A CHM 226 (formerly A CHM 225) Quantitative Analysis (3)**

Theory of quantitative analysis based on modern chemical principles. The theory and practical applications of gravimetric, volumetric, potentiometric and colorimetric analysis. The statistical treatment of experimental data is described. Three lecture periods per week. May not be taken by students with credit for A CHM 225. Prerequisite(s): A CHM 121 or 131 and A CHM 125.

**A CHM 227 Quantitative Analysis Lab (1)**

Applications of the principles and methods discussed in A CHM 226. Experiments chosen for A CHM 227 aid the student in developing a more detailed understanding of quantitative methods. Specifically, students will perform quantitative experiments in spectroscopy, titration and gravimetric analysis using modern instrumentation. Statistical analysis of data will be performed. One 3.5 hour lab period per week. May not be taken by students with credit for A CHM 225.

Prerequisite(s) or corequisite(s): A CHM 226. Course fee applies. Consult the Schedule of Classes.

### **A CHM 250 Introduction to Forensic Chemistry (3)**

Descriptive discussion of the role of chemistry in modern forensic science. The main emphasis is in chemical methods and techniques used in criminalistics. Lectures only. Prerequisite(s): A CHM 120 and A CHM 121.

### **A CHM 251 Introduction to Forensic Chemistry Lab (1)**

Applications of the principles and methods discussed in A CHM 250. Experiments chosen for A CHM 251 aid students in developing a more detailed understanding of modern forensic methods. Specifically, students will perform experiments in microscopy, questioned documents, glass analysis, TLC, latent prints, spot testing, field testing and crime scene investigation. One 3 hour lab period per week. Prerequisite(s) or corequisite(s): A CHM 250. Course fee applies. Consult the Schedule of Classes.

### **A CHM 300 Chemistry Practicum In College Teaching (1)**

Practicum assisting in delivery of course curriculum in chemistry, including laboratory instruction. May be repeated for total of no more than four credits. Does not satisfy major requirements. Prerequisites: A CHM 226 and A CHM 227 and consent of instructor. *S/U* graded.

### **A CHM 307/307Z (= A ATM 307/307Z) Introduction to Atmospheric Chemistry (3)**

Chemical principles and concepts leading to understanding the composition and change in the chemical/atmospheric environment; sources and sinks of chemical constituents; chemistry of the troposphere and stratosphere; measurement and theory; greenhouse gases; global pollution and ozone depletion. Only one version of A CHM 307 may be taken for credit. Does not yield credit toward the major in chemistry. Prerequisite(s): A MAT 113 or 119; A PHY 150; and A CHM 121 or 131. May not be offered in 2018-2019.

### **A CHM 342 Introduction to Biochemistry (3)**

A one semester overview of protein and nucleic acid structural biology, synthesis, and function; with a brief introduction to metabolism, signal transduction, and carbohydrate chemistry. This course is suggested for chemistry majors who will not be taking the two semester Comprehensive Biochemistry sequence (A CHM 442 and 443) as part of their degree curriculum. May not be taken by students with credit for A BIO 365. Prerequisite(s): A CHM 220 and 221.

### **A CHM 343 Introduction to Biochemistry Laboratory (1)**

Experiments illustrating the fundamentals of biochemistry as discussed in A CHM 342. Prerequisite(s): A CHM 222. Prerequisite(s) or corequisite(s): A CHM 342. May not be offered in 2018-2019.

### **A CHM 344 Bioanalytical Chemistry (3)**

The objective of this course is to provide students with a fundamental understanding of

biomolecule analysis. Students will learn how to carry out different types of characterization and quantitative determinations, while becoming familiar with general laboratory practices and the operation of common bioanalytical instrumentation. The Lecture part will introduce the principles of common bioanalytical approaches used in biological and clinical settings, which will enable students to understand, carry out, and troubleshoot typical determinations of biopolymers. The lectures will not cover advanced instrumental techniques that are taught in specialized upper-level courses, but will deal instead with separations, spectroscopy, bioassays, and other common biochemical methods. The lectures will stress the chemical and structural aspects of target analytes as the basis for their identification and quantification. Laboratory experiments will provide the hands-on experience necessary to link personal observations with the sometimes dry and impersonal knowledge provided by textbooks and research articles. The selected experiments are aimed at developing observation and interpretation skills that will be honed by using the actual data obtained by the students. Two lectures and one lab meeting per week. Prerequisite(s): A BIO 365 or A CHM 342 or A CHM 442. Course fee applies. Consult the Schedule of Classes.

### **A CHM 350 Physical Chemistry I (3)**

Mathematical description of physicochemical systems and their interpretation in terms of thermodynamics, kinetic theory, reaction rates and statistical mechanics. Atomic and molecular structure from the viewpoint of quantum theory with special emphasis on bonding and spectra. This is the required physical chemistry course for B.S. Chemistry students with emphasis in Chemistry. Only one of A CHM 350 or A CHM 444 may be taken for credit toward the major for B.S. Chemistry with emphasis in Forensic Chemistry or Chemical Biology or B.A. Chemistry. Prerequisite(s): A CHM 221, A MAT 214, and A PHY 150.

### **A CHM 351 Physical Chemistry II (3)**

A continuation of A CHM 350. The course contains the principles of chemical kinetics, quantum theory and spectroscopy. Topics include the rate laws, systems displaying complex kinetics, enzyme catalysis, atomic structure, molecular structure, microwave, Raman, infrared and ultraviolet-visible spectroscopy and statistical mechanics. This is the required physical chemistry course for B.S. Chemistry students with emphasis in Chemistry. Only one of A CHM 351 or A CHM 445 may be taken for credit toward the major for B.S. Chemistry with emphasis in Forensic Chemistry or Chemical Biology or B.A. Chemistry. Prerequisite(s): A CHM 350.

### **A CHM 352Z Physical Chemistry Lab (3)**

The experimental understanding of the basic principles of physical chemistry and development of familiarity with instrumentation. Includes experiments on the electrical properties of solutions, chemical kinetics, spectroscopy, microcalorimetry and computer experiments in molecular orbital theory. The course also includes instruction on searching the chemical literature, data processing, and writing

laboratory reports. One lecture and two laboratory periods each week. Prerequisite(s): A CHM 226 and 227; corequisite(s) or prerequisite(s): A CHM 350 or 444. Course fee applies. Consult the Schedule of Classes.

### **A CHM 354 Mathematical Methods in Chemistry (2)**

The purpose of this course is to clarify and to review the required, practical mathematical underpinnings for upper level chemistry courses that contain elements of thermodynamics, kinetics, quantum mechanics and data analysis. Corequisite(s): A CHM 350. Prerequisite(s): A MAT 214.

### **A CHM 390 Chemistry Internship (1-4)**

Students will have the opportunity to acquire practical, "hands-on" experience in chemistry by participating as an intern in the work of an agency, institution, or corporation other than the University. The student's work will be supervised and evaluated by a designated individual at the internship site. This supervisor will provide an evaluation of the student's work to the University at Albany Department of Chemistry faculty member who is the instructor of record for final assessment and grading. Students majoring in Chemistry may apply to the Department of Chemistry for permission to enroll in this course. Admission to ACHM 390 will be dependent upon the acceptability of the candidate to the Department of Chemistry and to the host institution or agency. Enrollment in the course is limited in number in order to provide substantial individual hands-on training, and therefore, is determined on a competitive basis. May be repeated up to a maximum of 6 credits. *S/U* graded.

### **A CHM 401 Current Topics in Advanced Chemistry (1-3)**

Intensive examination of emerging trends in chemistry from the chemical literature. New information emerging from recent studies will be stressed. May be repeated for credit when content varies. Prerequisite(s): permission of instructor.

### **A CHM 411 Computational Chemistry I (3)**

Practical applications of quantum chemical calculations for chemical research. Overview of different levels of molecular orbital theory with case studies highlighting selected applications to organic, inorganic, and biophysical chemistry. Evaluation of each technique's strengths and limitations. Prior programming experience is not required. Prerequisite(s): A CHM 351 or A PHY 440, or permission of instructor.

### **A CHM 412 Computational Chemistry II (3)**

Molecular mechanics as a tool in biochemical and biophysical research. Statistical mechanics of equilibrium systems and enhanced sampling techniques in different thermodynamic ensembles will be reviewed. Strengths and limitations of commonly used methods will be explored. Prior programming experience is not required, but prior exposure to Linux will be helpful. Note that this course may be taken independently of A CHM 411. Prerequisite(s): A CHM 351 or A PHY 440, or A PHY 460, or permission of instructor.

**A CHM 417 Advanced Synthesis Laboratory (3)**

Experimental investigation of advanced syntheses of organic and inorganic compounds including their separation and analysis. The development of skills and understanding for the application of complex procedures and methods common in current practice. One class period, two laboratory periods each week. Prerequisite(s): A CHM 223. Course fee applies. Consult the Schedule of Classes.

**A CHM 420 Inorganic Chemistry I (3)**

Bonding and reactivity in inorganic systems, including metal complexes and covalent molecules. Applications of crystal field theory and introductory molecular orbital theory to coordination compounds, including group theory and symmetry, the spectrochemical series, and substitution mechanisms. Metal carbonyl complexes and an introduction to organometallic compounds and their reactions. Prerequisite(s): A CHM 350 or 444.

**A CHM 421 Inorganic Chemistry II (3)**

Topics in advanced inorganic chemistry, including organometallic chemistry, catalysis, and bioorganic chemistry. Other selected topics may include solid-state chemistry, supramolecular chemistry, electron-transfer, applications of vibrational and electronic spectroscopies, and the chemistry of the main-group elements. Prerequisite(s): A CHM 420.

**A CHM 422 Organometallic Chemistry (3)**

A systematic study of the compounds containing a carbon-metal or carbon-metalloid bond. Emphasis will be placed upon the interaction of metal fragments with organic ligands, the structural types, and chemical reactivity of this class of compounds. Topics will also include the role of organometallic compounds in synthesis, their catalytic behavior, and models of bioinorganic systems. Prerequisite(s): A CHM 221 and A CHM 351 or 445.

**A CHM 424 Retrieval and Presentation of Chemical Information (1)**

Instruction and practice in modern methods of searching the chemical literature. Students are required to develop their skills in preparing written presentations and speeches. Prerequisite(s): junior or senior standing. *S/U* graded.

**A CHM 425 Introduction to Undergraduate Research in Chemistry (2)**

Original experimental and theoretical research problems. A printed or typewritten final report is required. Laboratory and conference hours to be arranged. May not be repeated for credit. No more than 3 credits of A CHM 425 and/or 426 may be applied toward the advanced course requirement of the chemistry major. Prerequisite(s): junior or senior standing, and permission of instructor; prerequisite(s) or corequisite(s): A CHM 424. *S/U* graded.

**A CHM 426 Undergraduate Research in Chemistry (3)**

Original experimental and theoretical research problems. A printed or typewritten final report is required. May be repeated for credit but not more than 3 credits of A CHM 425 and/or 426

may be applied toward the advanced course requirement of the chemistry major. Laboratory and conference hours to be arranged. Prerequisite(s): junior or senior standing and permission of instructor. Prerequisite(s) or corequisite(s): A CHM 424. *S/U* graded.

**A CHM 427 (formerly A CHM 426T)**

**Honors Undergraduate Research in Chemistry (4)**  
Original experimental and theoretical research problems in chemistry with the results reported in a written Honors Thesis, as well as a public Department Seminar. *S/U* graded.

**A CHM 428 Forensic Chemistry Research (3)**

Original experimental and theoretical research problems. A printed or typewritten final report is required. May be repeated for credit but not more than 6 credits total may be applied toward the advanced elective course requirement of the comprehensive forensics chemistry or honors forensics chemistry emphases. Laboratory and conference hours to be arranged. Prerequisite(s): junior or senior standing and permission of instructor. *S/U* graded.

**A CHM 429 (formerly A CHM 430)****Instrumental Analysis (3)**

Theoretical principles and chemical applications of selected methods of instrumental analysis. Main emphasis is on modern analytical methods including polarography, conductance, potentiometry, and coulometric methods, gas chromatography, mass spectrometry, atomic absorption as well as absorbance and fluorescence spectroscopy. Statistical analysis of data will be discussed. Three lecture periods per week. May not be taken by students with credit for A CHM 430. Prerequisite(s): A CHM 226 and 227; prerequisite(s) or corequisite(s): A CHM 351 or 445 or permission of instructor.

**A CHM 431 Instrumental Analysis Lab (1)**

Applications of the principles and methods discussed in A CHM 429. Experiments chosen for this course aid students in developing a more detailed understanding of analytical methods. Specifically, students will perform analytical experiments in absorbance, fluorescence and Raman spectroscopy, atomic absorption and gas chromatography using modern instrumentation. Statistical analysis of data will be performed. One 3.5 hour lab period per week. May not be taken by students with credit for A CHM 430. Prerequisite(s) or corequisite(s): A CHM 429. Course fee applies. Consult the Schedule of Classes.

**A CHM 432 Mass Spectrometry at the Chemistry-Biology Interface (3)**

The goal of this course is to provide the students not only with basic knowledge of ionization techniques and mass analysis, but also with an understanding of the biochemical tools necessary for sample processing and preparation. Many examples of biomedical applications will be discussed in class to illustrate strategies and experimental design. These examples will also provide an overview of what has been done using mass spectrometry in the life sciences and will offer possible indications of which problems may be within reach. Spectra interpretation

skills will be developed through discussion of examples in class and through solution of take home problems. Prerequisite(s): permission of instructor.

**A CHM 433 Electronics for Scientific Instrumentation (3)**

The objective of this course is to provide students with a basic knowledge and a fundamental understanding of electronics as applied to modern research laboratory. Students will learn the basic principles of key electronic components and circuits, with special emphasis on circuit analysis and design. The properties and applications of major components and modules will be studied, including transducers, amplifier, and digitizers. The fundamental elements of TTL and serial interfacing will be discussed. Prerequisite(s): permission of instructor.

**A CHM 434 Advanced Separation Science — HPLC (3)**

This course aims at providing students with fundamental skills and knowledge in advanced separation science, in particular HPLC. The course will enable students to understand, develop and execute analytical protocols involving recent HPLC methodologies and instrumentation. The lecture will consider all common techniques in liquid chromatography such as gradients, normal and reversed phase, gel permeation, ion exchange, bioaffinity, and chiral columns, as well as RI, UV-vis, fluorescent, luminescent, electrochemical, and MS detection. Students will learn by lectures, class activities, and homework assignments how to plan analytical tasks considering the available HPLC techniques in a modern routine laboratory, as well as how to optimize the conditions in order to obtain sufficient analytical performance parameters in terms of selectivity, detection limit, cost, and analysis time. The lab will introduce the students in reverse phase HPLC using RI and UV-vis detection. Practical examples in the lab section will include food and soil analysis considering analytes and separation problems that can only be addressed by HPLC. Two lecture and one lab meetings per week. Prerequisite(s): A CHM 225 or A CHM 250.

**A CHM 435 Advanced Physical Chemistry (3)**

This course will develop classical and statistical thermodynamics for solving chemical and molecular problems important in modern chemistry research. The specific topics will be: the mathematical and physical underpinnings of the theory, the models to approximate reality, the discussion of the weaknesses of those approximations, and the application of classical and statistical thermodynamics to modern research problems in all flavors of physical chemistry. Prerequisite(s): two semesters of undergraduate physical chemistry (A CHM 350 and 351) and at least three semesters of calculus (through A MAT 214), or permission of instructor.

**A CHM 436 Advanced Organic Chemistry (3)**

Organic chemistry at an advanced level, including introduction of theoretical background and application in synthesis. Prerequisite(s) or corequisite(s): A CHM 351 or 445.

**A CHM 437 Organic Synthesis (3)**

The course will focus on the total synthesis of complex organic molecules, such as natural products. Synthetic strategies as well as reaction mechanisms of every step will be discussed. Prerequisite(s): A CHM 221.

**A CHM 438 Forensic Trace Metal Analysis (3)**

This course aims at providing students with fundamental skills and knowledge in trace metal analysis, in particular for forensic applications. The course will enable students to understand, develop and execute analytical protocols involving recent trace metal analysis methodologies and instrumentation, namely atomic spectroscopies and voltammetry. The lecture will consider all common techniques such as inorganic sample preparation, ICP-MS, ICP-OES, AAS, X-ray fluorescence, neutron activation, polarography, and stripping voltammetry. Students will learn by lectures, class activities, and homework assignments how to plan analytical tasks considering the available ICP, AAS, and voltammetry techniques in a modern routine laboratory, as well as how to optimize the conditions in order to obtain sufficient analytical performance parameters in terms of selectivity, detection limit, cost, and analysis time. Three lecture meetings per week. Prerequisite(s): A CHM 226 and 227 or 250 and 251. Corequisite(s): A CHM 350 or 444.

**A CHM 442 (formerly A CHM 440A) Comprehensive Biochemistry I (3)**

Chemical characteristics of living matter, amino acids, polypeptides and proteins, enzyme mechanisms and kinetics; bioenergetics and chemistry of metabolism. Prerequisite(s): A CHM 221 or permission of instructor.

**A CHM 443 (formerly A CHM 440B) Comprehensive Biochemistry II (3)**

Biosynthesis, storage, and expression of genetic information; electron transport and other transports across membranes, membrane protein structure and function. Prerequisite(s): A CHM 221 or permission of instructor.

**A CHM 444 (formerly A CHM 441A) Biophysical Chemistry I (3)**

Foundations of the physical principles and their applications to biochemical systems. Topics include first and second laws of thermodynamics, applications of these to chemical reactions and equilibria, and molecular motion and transport phenomena. Does not yield credit toward the major for B.S. Chemistry students with emphasis in Chemistry. Only one of A CHM 350 or A CHM 444 may be taken for credit toward the major for B.S. Chemistry with emphasis in Forensic Chemistry or Chemical Biology or B.A. Chemistry. Prerequisite(s): A CHM 221, A MAT 113 or 119, and A PHY 150.

**A CHM 445 Biophysical Chemistry II (3)**

Foundations of the physical principles and their applications to biochemical systems. Topics include transport phenomena and sedimentation and electrophoresis, chemical and biochemical kinetics, chemical quantum mechanics and spectroscopy. Does not yield credit toward the major

for B.S. Chemistry students with emphasis in Chemistry. Only one of A CHM 351 or A CHM 445 may be taken for credit toward the major for B.S. Chemistry with emphasis in Forensic Chemistry or Chemical Biology or B.A. Chemistry. Prerequisite(s): A CHM 444.

**A CHM 446 Chemical Biology Laboratory (3)**

The lab will provide the basics for protein purification, protein characterization, and DNA manipulation through the use of chromatographic, electrophoretic, and spectroscopic tools of biochemistry and biophysics. One class period, two laboratory periods each week. Prerequisite(s): A CHM 221 and 223; corequisite(s): A CHM 350, 442, and 443. Course fee applies. Consult the Schedule of Classes.

**A CHM 447 Advanced Forensic Chemistry (3)**

This course focuses on current topics and analytical methods utilized in today's modern forensic laboratories. Forensic Chemistry will include topics such as introduction to criminalistics, ethical dilemmas, computer-assisted data analysis, public speaking on technical and non-technical subjects, as well as courtroom testimony. The course will also include a detailed description of how modern analytical techniques are applied to forensic chemistry. Specifically, gas chromatography, mass spectrometry, DART, headspace chromatography, TLC, liquid-liquid extraction, solid phase extraction, immunoassay and electrochemistry will be applied to the fields of forensic drug chemistry and toxicology. The course includes advanced statistical methods such as chi-square tests, multiple regression and correlation, non-parametric statistics, and analytical variances. Three lecture periods per week. May not be taken by students with credit for A CHM 450 or 451. Prerequisite(s): A CHM 226, 227, 429, and 431 or permission of instructor.

**A CHM 448 Advanced Forensic Chemistry Lab I (2)**

Applications of the principles and methods discussed in A CHM 447. Experiments chosen for A CHM 448 aid the student in developing a more detailed understanding of quantitative methods. Specifically, students will perform method development in gas chromatography. Students will also perform electrochemical and immunoassay experiments. Statistical analysis of data will be performed. Two 3.5 hour lab periods per week. May not be taken by students with credit for A CHM 450 or 451. Prerequisite(s) or corequisite(s): A CHM 447. Course fee applies. Consult the Schedule of Classes.

**A CHM 449 Advanced Forensic Chemistry Lab II (2)**

Applications of the principles and methods discussed in A CHM 447 and a continuation of A CHM 448. Experiments chosen for A CHM 449 aid the student in developing a more detailed understanding of quantitative methods as they apply to forensics. Specifically, students will perform method development in solid phase extraction. Students will also perform atomic absorption and GC-MS experiments. This course will culminate in a final project where students will apply what they have learned to independently research a forensic chemistry

problem. Statistical analysis of data will be performed. Two 3.5 hour lab periods per week. May not be taken by students with credit for A CHM 450 or 451. Prerequisite(s): A CHM 448. Course fee applies. Consult the Schedule of Classes.

**A CHM 455 Forensic Chemistry Internship (1-4)**

Students will have the opportunity to acquire practical "hands-on" experience in forensic chemistry by participating as an intern in the work of an agency, institution, or corporation other than the University. The student's work will be supervised and evaluated by a designated individual at the internship site. This supervisor will provide an evaluation of the student's work to the University at Albany faculty member who is the instructor of record for final assessment and grading. Students majoring in chemistry with a forensic chemistry emphasis may apply to the Department of Chemistry for permission to enroll in this course. Admission to the Forensic Chemistry Internship course will be dependent upon the acceptability of the candidate to the Department of Chemistry and the host institution or agency. Among the criteria used by these agencies will be completion of A CHM 447 and 448 and a possible background check of the applicant. Enrollment in the course is limited in number in order to provide substantial individual hands-on training, and therefore is determined on a competitive basis. Application to the program must be made six months in advance of the beginning of the proposed internship. *S/U* graded. May be repeated once for a maximum of 8 credits.

**A CHM 458 Introduction to Medicinal Chemistry/ Pharmacology (3)**

Medicinal chemistry is an interdisciplinary course at the interface of chemistry and pharmacy and is involved with designing, synthesizing and developing pharmaceutical drugs. It will include the following topics: molecular modeling, rational drug design, combinatorial chemistry, QSAR, and cheminformatics. Prerequisite(s): A CHM 221, 442.

**A CHM 470 Crystallography (3)**

The geometry and structure of crystalline solids and methods of importance in their investigation. Internal and external symmetry properties as a consequence of atomic types and bonding possibilities: lattice types and space groups, x-ray diffraction, and optical techniques. This course will include real-time demonstrations and practical crystallographic work, including the opportunity to work on a provided structural experiment or a crystal from an undergraduate research project. Prerequisite(s): permission of instructor.

**A CHM 471 Theory and Techniques of Biophysics and Biophysical Chemistry (3)**

Introduction to basic theory and general applications of spectroscopic methods in biophysics and biochemistry. Discussion will be based on classical and quantum mechanical approach. Topics include: nuclear magnetic resonance spectroscopy, absorption and fluorescence spectroscopy, and vibrational spectroscopy; determination



of structure by diffraction and scattering techniques. Prerequisite(s): A CHM 350 and 351 or A PHY 450, and permission of instructor.

**A CHM 472 Experimental Methods of Organic Structure Determination (3)**

Discussion of modern methods of organic structure determination such as multinuclear NMR and 2D-NMR techniques, IR spectroscopy, and mass spectrometry. Interpretation and correlation of spectral results in order to assign structures of organic, biological, and related molecules. Prerequisite(s): A CHM 221 and 223 and permission of instructor. Course fee applies. Consult the Schedule of Classes.

**A CHM 473 Chemical and Enzymatic Kinetics (3)**

Empirical and theoretical treatment of reaction rates and reaction mechanisms; experimental techniques. Emphasis on reactions in solutions, complex reactions, enzyme kinetics, homogeneous catalysis (enzymatic and nonenzymatic), and transition state theory. Prerequisite(s): A CHM 351, A MAT 214, A PHY 240, and permission of instructor.

**A CHM 474 Physical Organic Chemistry I (3)**

Topics in physical organic chemistry including electronic structure, stereochemistry, and conformational analysis. Prerequisite(s): A CHM 221 and consent of instructor.

**A CHM 475 Physical Organic Chemistry II (3)**

Organic reaction mechanisms with emphasis on the theoretical and experimental tools used in their elucidation. Prerequisite(s): A CHM 221 and consent of instructor.

**A CHM 495 Materials Independent Study (3)**

Individually selected topic of independent study in materials science (chemistry) culminating in a comprehensive written report. The material covered is to be beyond that offered in any other formal undergraduate course. Prerequisite(s): junior or senior standing and permission of instructor. *S/U* graded.

**A CHM 497 Independent Study (3)**

Individual, independent study of selected topics above or beyond those offered in formal undergraduate courses. May be repeated for credit. Prerequisite(s): junior or senior standing and permission of instructor. *S/U* graded.

## Department of Communication

### Faculty

*Professors Emeriti*

- Alan Chartock, Ph.D.  
New York University
- Kathleen E. Kendall, Ph.D.  
Indiana University
- Anita Pomerantz, Ph.D.  
University of California, Irvine
- Robert E. Sanders, Ph.D.  
University of Iowa

*Professors*

- Teresa M. Harrison, Ph.D.  
(Collins Fellow, O'Leary Professor)  
Bowling Green State University
- Timothy D. Stephen, Ph.D.  
Bowling Green State University

*Associate Professors*

- Rukhsana Ahmed, Ph.D.  
Ohio University
- Annis G. Golden, Ph.D.  
Rensselaer Polytechnic Institute
- Alan Zemel, Ph.D.  
Temple University

*Assistant Professors*

- Archana Krishnan, Ph.D.  
University of Connecticut
- Alyssa Morey, Ph.D.  
Ohio State University
- Piotr Szpunar, Ph.D.  
University of Pennsylvania
- Masahiro Yamamoto, Ph.D.  
Washington State University
- Fan Yang, Ph.D.  
Pennsylvania State University

*Full-time Lecturers*

- Michael W. Barberich, Ph.D.  
University of Pittsburgh
- Lauren Bryant, Ph.D.  
University at Albany
- William G. Husson, Ph.D.  
Rensselaer Polytechnic Institute

*Adjuncts (estimated): 16*

*Teaching Assistants (estimated): 6*

The Department specializes in studies of communication in each of four particular social contexts: first, communication on an individual level, involving interpersonal or intercultural relations; second, communication at the societal level involving large scale audiences, especially in regard to political action and democratic processes; third, communication in organizations business, governmental, or grass roots organizations — whether business, governmental, or grass roots organizations — that affects either the organization's internal processes or external relations; and fourth, health communication, the ways that interaction shapes, and is shaped by, people's health and institutional aspects of health care. All four of these areas have been significantly affected by new communication technologies, the study of which we incorporate into Department course work.

The undergraduate program in Communication has two primary goals. One is to educate students, and expose them to significant writings, about communication

processes and media and the critical role they play in the conduct of social life and its quality among individuals, in organizations, and in the larger society.

Our second goal grows out of the first; to help students become able to analyze and improve communication practices in particular settings and instances. This involves developing a basis for judging whether or not specific communication processes are meeting the needs of the people involved. It also involves learning about ways to measure the effectiveness of specific communication practices, and gaining experience analyzing and designing solutions to communication problems.

Studies in the major are organized so that students enrolled in 100- and 200-level courses are exposed to foundational ideas and research findings in the field of Communication, as well as provided with research methods and analytic tools. Students are also required to become more practiced as communicators, either through a public speaking or debate course. Course work at the advanced (300 and 400) level is intended to provide students with in-depth knowledge of current research and theory about interpersonal/intercultural communication, organizational communication or public communication.

### Careers in Communication

The program in Communication is intended to help students become knowledgeable about communication processes and their influences on the interpersonal, intercultural, organizational, political, and health aspects of our societies. By focusing on development of analytical and critical skills, the program helps students become able to analyze and effectively participate in, and improve communication practices in diverse settings and instances. Having completed their degree in communication, the students will have a basis for judging whether or not specific communication processes are meeting the needs of the people involved. They will also be able to evaluate the effectiveness of specific communication practices, devise ways of improving them, and provide solutions to communication problems. These competencies have recognized value in the workplace as well as in one's personal life.

Graduates of the Communication program have pursued careers in sales, media relations, marketing, training, commercial production, film, editing, media planning,

publishing, journalism, financial advisement, budget analysis, legislative assistance, radio programming, advertising, television production, medical care, insurance, and internal communication in not-for-profit, governmental, and business organizations.

Some have college teaching or advisement positions. Others have gone on to law school, or to work on their master's degree or doctoral degrees in Communication and related fields.

## Special Programs and Opportunities

The Department provides research opportunities for graduate and undergraduate students, an honors program, and an exceptional internship program. The Department also provides a combined B.A./M.A. Program in Communication. We encourage all students to become active members of the local student club of the National Communication Association. We invite outstanding communication majors to be inducted into Lambda Pi Eta, the local chapter of the national honor society for communication.

Although not officially associated with the UAlbany student media, the Communication Department encourages its majors to participate in Albany Student Press, Albany TV and WCDB radio station.

## Internship Program

*The Communication Internship Practicum*, which requires enrollment in both A COM 392 for 9 credits (these credits are general electives and do not apply toward the major or minor) and A COM 393Z for 6 credits, is a full-time internship offered in fall and spring for juniors and seniors who have an overall grade point average of 2.50 or higher. It includes a weekly seminar meeting, and places students in communication related professional settings including, but not limited to, radio, television, public relations, the state legislature, hospitals, and corporate communication. Students accepted in this internship are not allowed to take any other course work during the semester. Acceptance into the program is competitive.

*The part-time Internship in Communication* (A COM 390, for 1-6 lower-level credits) is for undergraduate majors and minors who wish to develop on-site experience in one of the communication professions.

This part-time internship (a maximum of 3 credits can be taken in one semester) may be taken in fall, spring, or summer terms. There is no seminar component in this course, and the minimum number of hours at the host agency is proportionately less than the full-time Internship Practicum.

## Admission

Admission to the program in Communication is restricted. All students wishing to declare the major must complete an application and be formally admitted by the Department. Applications can be made each semester. Applications to the major are accepted on a rolling basis. All students are notified by e-mail regarding admission or denial to the major.

Any matriculated student can apply for admission who has completed the following two courses with grades of C- or higher or S in each (see the section below for the policy on admission of transfer students to the major):

- (a) A COM 100, and (b) either a course in statistics (A MAT 108, A SOC 221, R CRJ 281, or A PSY 210), or a course in formal logic (A PHI 210 or equivalent). Students who apply and are not accepted can reapply in subsequent semesters.

Note: A COM 100 course required for admission to the major must be taken on the Albany campus if the student does not already have credit for it prior to matriculation.

An applicant will be guaranteed admission to the major whose grades in the two entry courses average to B or higher (in A COM 100, and either a statistics or logic course). Grades of S are counted as the equivalent of C for the purposes of this computation.

Applicants whose grades in the two entry courses average between B and C- will be admitted to the major on a space-available basis. Applications in this group are rank ordered each semester on the basis of a Composite Grade Point Average. This Composite Grade Point Average is computed by adding together the student's overall grade point average and the average of the grades in the two entry courses (A COM 100 and a statistics or logic course). Applicants in this group are accepted in descending rank order until all the spaces for new majors that semester are filled. However, no two applicants with the same Composite Grade Point Average will be treated differently: if one

is accepted with that average, all others will be accepted with that average even if the total number accepted exceeds the available spaces that semester.

Transfer students who have completed at least 3 credits in Communication courses, and a total of at least 6 credits in courses that count towards the major in Communication, will be admitted to the major automatically if their GPA in all transfer courses that count towards the major is 2.00 or higher. All other transfer students seeking admission to the major will have to meet the admissions requirements for matriculated students after they begin coursework on the Albany campus.

Transfer students admitted to the major who do not have credit for A COM 100 or an approved statistics or logic course upon matriculation are still required to complete those courses with grades of C- or better. Transfer students whose grades in those two courses fall below that minimum are subject to being withdrawn from the major, pending an appeal and departmental review, but will automatically be readmitted if and when they meet the requirement.

## Advisement

Majors in the Communication Department are required to seek advisement each semester. Advisement is offered by appointment between the end of the add-drop period and the beginning of the advance registration period. Majors who have been advised during that period are given priority for enrollment for the next semester's Communication classes. Students newly admitted to the major are required to complete an online orientation through Blackboard before they are advised for the following semester's courses. Reach our Academic Advising Assistant at ComAdv@albany.edu or 518-442-4875.

Advisement is under the direction of the Director of the Undergraduate Program. Advisement meetings each semester are generally conducted by an advising staff composed of graduate assistants overseen by our Academic Advising Assistant. However, undergraduate majors are encouraged to seek out a meeting with their assigned faculty mentor when they begin their studies in the Department to discuss their goals, and devise an overall plan of study supportive of those goals in the Department, in their minor or second major, and in their General Education requirement courses and electives.

## Degree Requirements for the Major in Communication

**General Program B.A.:** A minimum of 36 credits including: A COM 100; a computing course *all minors but business*: B ITM 215 or I CSI 101 or I CSI/ I CEN 201 or I INF 100 or I INF 301; *business minors*: B ITM 215 *only*; a statistics course (A MAT 108 or A SOC 221 or R CRJ 281 or A PSY 210) or logic (A PHI 210); A COM 265X; one course from either A COM 203 or A COM 212; and 15-18 additional credits in the Department of Communication as advised (of which at least 12 credits must be at the 300-level or above); and 9 credits in electives. Students must take two COM electives (6 credits); a third elective (3 credits) may come from COM 300-389, 393-499 or from among the designated outside support courses. For Business minors, students must take 12 credits in electives. Business minors must take two COM electives (6 credits); the third and fourth electives (6 credits) may come from COM 300-389, 389-499 or designated outside support courses.

A COM 265X is restricted to *A-E* grading for intended and declared Communication majors and for Communication minors.

Course offerings are listed below in groupings according to the following headings:

- General Foundation
- Public and Mass Communication
- Interpersonal Interaction/Cultural Practices
- Organizational Communication
- Applied Studies

General Foundation courses offer students an introduction to the practice and social consequences of communication in a variety of settings, and an overview of traditional and contemporary thought on human communication.

Courses in Public and Mass Communication create a basic understanding of the process of communication in the political process, and public life more generally. This includes attention to communication and media issues in political participation, legislative processes, social movements, and election campaigns. This also includes attention to the speaker-audience setting typical of argumentation and persuasion in social and political life.

Courses in Interpersonal Interaction/Cultural Practices provide for a basic understanding of the process of communication in face to face interaction. These include attention to language use and strategy in

personal relationships, health care, and work relationships of various kinds. Other courses include attention to cultural differences in face to face and group communication practices, and the role of communication in everyday life.

Courses in Organizational Communication address communication processes within and between organizations that affect their internal operations, development, climate, productivity, and social acceptance. These courses include a concern for the effect of new information technologies on organizational communication.

Applied Studies courses provide an opportunity for students who have achieved a grounding in the appropriate theoretical and research literature of the field, to apply this knowledge in independent projects or internships.

## Honors Program

The Honors Program in Communication is designed to provide opportunities for the most talented and motivated students to work closely with each other and with the faculty.

Students may apply for admission at any point during a semester and may reapply if rejected after the close of that semester or thereafter. Decisions of the Honors Committee on admission are final and not subject to review or appeal.

Applications for admission will be approved if the student meets the following criteria: the applicant is a major in the Department, with a 3.50 average in the required courses for admission to the major; the applicant has completed at least two full-time semesters of college study at Albany, with an overall average of at least 3.50, or the equivalent in the case of transfer students.

Admission to the program will be on a provisional basis for any student with fewer than 12 credits in Communication. Upon completion of 12 credits, admission will be finalized.

Students in the honors program are required to complete a minimum of 36 credits, meeting all requirements of the major, except for a special requirement among courses at the 300 level or above as follows: instead of 6 credits of electives at the 300 level or above, students in the honors program must complete either an honors project for 6 credits (A COM 499), or a senior honors project for 3 credits (A COM 499) plus 3 credits in a graduate course in Communication (for undergraduate credit) with approval of the undergraduate director.

Students will be put on program probation by the Honors Committee at the end of any semester in which their cumulative average in the major falls below 3.50 or their term average that semester is below 3.30.

Students will be dismissed from the program if they are placed on program probation in two consecutive semesters, or if they receive a grade below *B* in A COM 499. Students dismissed from the program cannot be readmitted unless the grades on which dismissal is based were in error and are officially changed. After completion of the requirements above, the records of candidates will be reviewed by the Departmental Honors Committee, who shall recommend to the department candidates for the degree with honors in Communication.

## Combined B.A./M.A. Program

The combined B.A./M.A. program in Communication provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of undergraduate and master's degree programs from the beginning of the junior year. The program provides an integrated and focused curriculum in Communication that allows the upper-level student exposure to advanced knowledge in theory and substantive areas and opportunities for participation in research. A carefully designed program can permit a student to earn the B.A. and M.A. degrees within nine semesters.

The combined program requires a minimum of 141 credits, of which at least 33 must be graduate credits. In qualifying for the B.A., students must meet all University and college requirements, including the requirements of the undergraduate major described previously, the minor requirement, the minimum 90-credit liberal arts and sciences requirement, general education requirements, and residency requirements. In qualifying for the M.A., students must meet all University and college requirements as outlined in the Graduate Bulletin, including completion of a minimum of 33 graduate credits and any other conditions such as a research seminar or guided research project, professional experience, and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.A. programs.

Students who have completed a minimum of 6 credits of course work in Communication may apply for admission to the combined degree program in Communication at the beginning of their junior year

or after the successful completion of 56 credits. A cumulative grade point average of 3.20 or higher and three supportive letters of recommendation from faculty are required for consideration.

## Affiliated Program

The Journalism Program is an affiliated program with the Department of Communication. Please see the *Program in Journalism* section of this bulletin for further information.

## Courses in Communication

### General Foundation Courses

#### A COM 100 Human Communication: Language and Social Action (3)

Introduction to human communication in terms of an examination of the communication needs, processes, and results that typically occur in different social settings. Must be completed with a grade of C- or higher or S for the major in Communication.

#### A COM 203Y Speech Composition and Presentation (3)

Introduction to the composition and presentation of speeches. Course includes guided practice in topic development, organization, and the oral presentation of various kinds of speeches.

#### A COM 212 Argumentation and Debate (3)

Study of and practice in the methods of argument. Special emphasis upon skills needed in oral argumentation.

#### A COM 238 Introduction to Mass Communication (3)

Survey of electronic and print media with emphasis on structural analysis, content analysis, and research.

#### A COM 265X Introduction to Communication Theory (3)

Approaches to the study of human communication. Consideration of major research findings, methods and conceptualizations in such areas as persuasion, interpersonal communication, group communication, organizational communication, and mass communication. A COM 265X is restricted to A-E grading for intended and declared Communication majors and for Communication minors. Prerequisite(s): A COM 100.

*Note: Some courses appear in multiple categories:*

### Courses in Public and Mass Communication

#### A COM 260 Media in Everyday Life (3)

This course explores contemporary media and their economic, political, and sociocultural implications for individual consumers and society. Based on media literacy principles and

theories, students will analyze, evaluate, and critique various genres of media, such as news, advertising, entertainment, and social media, interpret meanings embedded in messages, understand the structure and economics of the media industry, and examine their own media use habits. The goal of this course is to help students develop a constructive, critical attitude toward the media.

#### A COM 360 Digital and Social Media in Strategic Communication (3)

The course addresses such topics as search engine optimization, social media publishing, audience research, online press releases, email marketing, Web analytics, online advertising, and video production. Students will write blog posts, create videos, and manage social media. Non-profit organizational context is emphasized. Prerequisite(s): A COM 265X.

#### A COM 370 Theories of Mass Media (3)

The theories, research methods, and empirical research findings related to the effects of mass communication on individuals and society. Prerequisite(s): A COM 265X.

#### A COM 372 Persuasion in Media (3)

The purpose of this course is to challenge traditional assumptions about persuasion with the everyday practice of persuasion in our mediated world, and vice versa. At the end of the course the student should have acquired an understanding of effective techniques of persuasion and propaganda, an appreciation for how these are applied in practices such as advertising and public relations campaigns, and an appreciation of the problems of persuasion that challenge contemporary corporations. Prerequisite(s): A COM 265X.

#### A COM 374 Radio and the Public Imagination (3)

Radio is an essential component in understanding the shape and texture of contemporary American culture and identity. This course explores the medium of radio, its history and its influence in shaping the ways Americans have imagined themselves through the 20<sup>th</sup> century and into the 21<sup>st</sup> century. The course also explores listening and the distinctiveness of radio as a medium of mass communication; the role of radio in creating belief in national identity; the creation of radio audiences; the emergence of broadcast journalism; sports and talk radio as cultural practices; the music industry, commercialism, and corporate influence in radio; and, finally, the persistence of radio despite the emergence of TV and computers. Prerequisite(s): A COM 265X.

#### A COM 375 Computer-Mediated Communication (3)

Possibly the most important technological innovation of the latter half of the 20<sup>th</sup> century, computer-mediated communication is revolutionizing interaction in the global village. This course explores how social life is accomplished in a variety of Internet CMC systems, including threaded email forums, instant messaging, chat rooms, videoconferencing, and World Wide Web pages. Prerequisite(s): A COM 265X.

#### A COM 376/376Z Empirical Studies of Persuasion (3)

Empirical approaches to attitude and behavior change brought about by communication. Only one version of A COM 376 may be taken for credit. Prerequisite(s): A COM 265X.

#### A COM 378/378Z Studies in Public Persuasion (3)

Application of the student's critical skills to the rhetoric of a particular public figure or movement; or to the rhetorical practice of a particular historical period or genre of public persuasion, such as television advertising, propaganda in mass movements, American campaign rhetoric. May be repeated for a total of 15 credits when content varies. Prerequisite(s): A COM 265X.

#### A COM 379 Rhetoric and Social Movements (3)

Social movements are unique because, lacking other financial and political resources, they must rely upon rhetoric and persuasion. This course surveys the major approaches for studying the rhetoric of social movements and uses a case study approach to identify, describe, and evaluate the rhetoric of current social movements. Prerequisite(s): A COM 265X. May not be offered in 2018-2019.

#### A COM 380 Political Campaign Communication (3)

This course examines from both a theoretical and a practical standpoint the planning, execution, and evaluation of campaign communication strategies. It focuses mainly on modern presidential campaigns, the organization, the candidate, the audience, and the media. Forms examined include speeches, debates, television commercials, polling, news stories, and interpersonal contact. This course often has a co-requirement of A COM 297 for 1 credit. Prerequisite(s): A COM 265X.

#### A COM 381 Risk and Crisis Communication (3)

The dual aim of the course is to provide students with an understanding of how risk and crisis communication is done and a knowledge base from which to critically assess such practices. This course addresses and assesses current thinking about the practice and make up of risk and crisis communication, including how risk and crisis are perceived by the public and how they are theorized by practitioners and critics. The course will critically engage with a variety of contexts — (cyber)security, social conflict, policing, environmental disasters — and examine a breadth of actors and technologies that are involved in communicating risk and crisis to the public: government officials, journalists and mass, digital and social media. Students will apply what they learn to current and past events/campaigns. Prerequisite(s): A COM 265X.

#### A COM 382 Introduction to Political Communication (3)

Course introduces students to fundamental areas of political communication, including campaigns, elected officials, the news media, popular culture, and citizen involvement in the political process. Prerequisite(s): A COM 265X.

**A COM 383 Social Media: Theory and Practice (3)**

This course introduces students to the theory and practice of social media in an online learning context. The course includes communication theory, readings on social media and the practical application of social media skills to better understand the relationship between society and social media platforms. Students will have the opportunity to use different social media technologies to design, execute and promote user-generated communication campaigns in virtual communities and networks. Prerequisite(s): A COM 265X.

**A COM 385 Communicating Terror: Political Violence and Media (3)**

This course begins from two basic assumptions about terrorism: it is a historical, political and ill-defined concept that takes many forms and it is a mediated phenomenon. The course will analyze the various ways that media, broadly defined, have been connected to terrorism, focusing on the media used in acts deemed terroristic (e.g., the mass media, the airplane, the bomb, the body and the internet), how terrorism is represented in popular media, and the media deployed in counterterrorism efforts. The aim of the course is to go beyond popular narratives of terrorism and foster a broader understanding of the history, politics and unequal social consequences of framing an increasing amount of actors, actions and utterances as terroristic. Prerequisite(s): A COM 265X.

**A COM 386/386Z Persuasion and Film (3)**

This course will examine cinema as a vehicle of persuasion. Cinematic themes will be analyzed for their manifest and latent advocacy of various positions and points of view. A variety of films will be critically evaluated, including those that raise issues about race, gender, power, and politics. Contemporary thinking about persuasive message design will be drawn upon to investigate the cinematic presentation of these and other issues. Only one version may be taken for credit. Prerequisite(s): A COM 265X.

**A COM 387 Communicating Politics Through Film (3)**

This course focuses on cinematic representations of politics that shed light on politicians, political institutions and political events. Films explored include biographical dramas about political actors, stories about governance and campaigning, and representations of partisan disputes over public policy. In this course students will investigate how films typically address broader issues of justice, fairness, civic engagement, and the nature of argument and public discourse. Prerequisite(s): A COM 265X.

**A COM 465 Studies in Communication Theory (3)**

Study of a selected topic in communication theory; e.g., nonverbal communication, consistency theory, or mass communication. May be repeated for a total of 15 credits when content varies. Prerequisite(s): A COM 265X.

**A COM 470 Methods of Communication Research (3)**

Intermediate-level study of research strategies, design of experiments, and field methods in human communication. Prerequisite(s): A COM 265X. Statistics course recommended. May not be offered in 2018-2019.

*Courses in Interpersonal Interaction/Cultural Practices*

**A COM 201 Interpersonal Communication (3)**

Introduction to those aspects of communication which typify interpersonal relationships. Included are experientially acquired insights into, and theoretical considerations of, interpersonal communication.

**A COM 340 Health Communication (3)**

Students explore the role of communication in the delivery and receipt of health care, especially with respect to physician-patient encounters, organizations in the health care system, and the design and execution of health care campaigns. Prerequisite(s): A COM 265X.

**A COM 343 New Media and Health (3)**

This course will introduce basic concepts of new media and computer-mediated communication, and explore the impact of digital media technologies on health behaviors. Topics include online social support, health information-seeking online, social media of health promotion, and emergence of mobile health (mHealth). Prerequisite(s): A COM 265X.

**A COM 367 Theories of Interpersonal Communication (3)**

The theories, research methods, and representative research findings related to experimental and observational studies of interpersonal communication. Prerequisite(s): A COM 265X.

**A COM 371 Theories of Intercultural Communication (3)**

Communication between people from different cultures and/or subcultures, including racial and ethnic groups. Focus is upon appropriate theories, concepts, research findings, and practice in intercultural settings. Prerequisite(s): A COM 265X.

**A COM 465 Studies in Communication Theory (3)**

Study of a selected topic in communication theory; e.g., nonverbal communication, consistency theory, or mass communication. May be repeated for a total of 15 credits when content varies. Prerequisite(s): A COM 265X.

*Courses in Organizational Communication*

**A COM 204 Group Communication (3)**

The theory and practice of small group interaction. Examination of both group dynamics and cognitive processes, as they relate to group deliberation.

**T COM 250Z Communication in Organizational Life (3)**

This course examines how individuals negotiate their relationships with organizations primarily as employees of organizations, but also as consumers of services offered by organizations. In the context of internal stakeholders, or employees of organizations, the course addresses topics such as organizational assimilation, identification, resistance, and the management of work and personal-life interrelationships, including the impact of new information and communication technologies. We will consider employing organizations as sources of identity, sites for entertainment and socializing, sites for enacting spirituality (broadly defined) and religion, sources of social relationships and support, and substitutes for different aspects of family (e.g., mentor-parents; co-worker spouses). Relationships of external stakeholders to organizations are also considered, focusing on consumers of health care services. Only one of T COM 250Z and A COM 412 can be taken for credit. May not be taken by students with credit for topics courses, "The Individual and the Organization" and "Interacting with Organizations." Open to Honors College students only. May not be offered in 2018-2019.

**A COM 304 Conference and Group Leadership (3)**

Advanced study of small group deliberation, with special emphasis upon theories of group leadership as they apply in business and professional group communication settings. Prerequisite(s): A COM 265X.

**A COM 360 Digital and Social Media in Strategic Communication (3)**

The course addresses such topics as search engine optimization, social media publishing, audience research, online press releases, email marketing, Web analytics, online advertising, and video production. Students will write blog posts, create videos, and manage social media. Non-profit organizational context is emphasized. Prerequisite(s): A COM 265X.

**A COM 363 Marketing Communication and Media Campaigns (3)**

In this course students design, construct, and present a campaign plan for a business or organization. This course provides an overview and application of marketing communication and campaign principles and strategies to practical problems of marketing communication and media campaigns. Prerequisite(s): A COM 265X.

**A COM 364 Corporate Communication and Rhetorical Advocacy (3)**

This course focuses on the corporation as a rhetorical advocate for its interests in political, economic and social forums. Using case study examples, the course will explore the role of advocacy in corporate communication, the development of rhetorical advocacy in corporate communication, the forms of rhetorical advocacy used in corporate communication and an assessment of corporate advocacy in public discourse. Prerequisite(s): A COM 265X.

**A COM 365 Strategic Communication Challenges (3)**

In this course students learn to apply strategic communication skills to an existing communication challenge. Students gain experience managing communication challenges in real-time scenarios to create commitment to an organization's mission, help execute its initiatives and improve organizational value and effectiveness. Working in small teams, students design, construct and present communication that delivers on stated objectives, leverages limited resources and achieves measurable outcomes for an organization. Course assignments allow students to create samples of work appropriate for a portfolio in corporate communication. Prerequisite(s): A COM 265X.

**A COM 369 Theories of Organizational Communication (3)**

Theoretical models and empirical studies of communication within complex organizations. In-depth case study of one or more organizations. Prerequisite(s): A COM 265X.

**A COM 377 Communication and Technology in Organizations (3)**

This course reviews perspectives on technology, communication and work. Students will analyze the introduction and use of technology in organizations and its impact on daily collaboration and interaction practices. They will study the way organizational members negotiate and make sense of technology in their individual and collaborative work. Prerequisite(s): A COM 265X.

**A COM 388 Communication and Global Organizations (3)**

Through a series of readings, case studies, and video programs, students in this class investigate what globalization is and how it is transforming organizations across the world. The course is designed to enable students to understand why and how communication is a critical process through which these transformations are taking place. Students will explore, for example, how new communication technologies have led to the emergence of network, virtual, and web organizations, and what the implications of these developments are for both organizations and the individuals that are part of them (e.g., as employees, clients). Moreover, this course aims to highlight those unique and often unexpected ways, in which the processes of globalization, communication, and organization intersect and affect our lives today. Prerequisite(s): A COM 265X.

**A COM 389 Ethnic Media: Producers, Consumers, and Societies (3)**

This course explores how media produced by ethnic communities, for ethnic communities affect ongoing negotiations of identity, perceived lines of division between "us" and "others," and how the production and consumption of ethnic media affects the character of the larger media and societal landscapes. Historical, policy, cultural, organizational, professional, social relations, community, migration, and

globalization dimensions of the study of ethnic media will be addressed through readings, individual and group projects, as well as case studies from the U.S., Europe, Australia, and beyond. Prerequisite(s): A COM 265X.

**A COM 410/410Y Organization Image Building (3)**

Students will learn the fundamentals of integrated communication strategies and how they can be applied effectively to present and advance business, organizations, products and issues. Topics covered include the basics of communication theory; the importance of clearly evaluating and defining organization objectives as the foundation of communication planning activities; how branding decisions affect a communication campaign, etc. Prerequisite(s): A COM 265X.

**A COM 412 Communication, Work and Organization Life (3)**

This course examines how individuals negotiate their relationships with organizations primarily as employees of organizations, but also as consumers of services offered by organizations. Topics include organizational controls, employee identification and resistance, and the management of work and personal-life interrelationships, including the impact of new information and communication technologies. Organizations are considered as sources of identity, sites for entertainment and socializing, sites for enacting spirituality and religion, sources of social relationships and support, and substitutes for different aspects of family (e.g., mentors; co-worker spouses). Prerequisite(s): A COM 265X.

**A COM 415 Persuasion and Public Relations (3)**

This course combines the study of theories of persuasive communication with the practice of persuasive communication campaign. Through readings, lectures, and classroom activities, students will become acquainted with the nature of persuasion, and then apply the concepts in practical exercises. The goals are to develop an understanding of the nature of persuasion, theoretical approaches to influence, managing campaigns, measurement and research design in persuasion, free and paid communication modalities, and using mass media in public relations campaigns. Prerequisite(s): A COM 265X.

**A COM 465 Studies in Communication Theory (3)**

Study of a selected topic in communication theory; e.g., nonverbal communication, consistency theory, or mass communication. May be repeated for a total of 15 credits when content varies. Prerequisite(s): A COM 265X.

**Courses in Applied Studies****A COM 297 Research Practicum (1–3)**

Supervised participation in established research projects. Course may be repeated for a total of 6 credits, but only a maximum of 3 credits may be applied toward major requirements. Prerequisite(s): permission of instructor. *S/U* graded.

**A COM 360 Digital and Social Media in Strategic Communication (3)**

The course addresses such topics as search engine optimization, social media publishing, audience research, online press releases, email marketing, Web analytics, online advertising, and video production. Students will write blog posts, create videos, and manage social media. Non-profit organizational context is emphasized. Prerequisite(s): A COM 265X.

**A COM 383 Social Media: Theory and Practice (3)**

This course introduces students to the theory and practice of social media in an online learning context. The course includes communication theory, readings on social media and the practical application of social media skills to better understand the relationship between society and social media platforms. Students will have the opportunity to use different social media technologies to design, execute and promote user-generated communication campaigns in virtual communities and networks. Prerequisite(s): A COM 265X.

**A COM 390 Internship in Communication (1–6)**

Supervised participation in communicative practices. May be repeated for a total of 6 credits. A maximum of 3 credits can be taken in any one semester. This course is designed to provide practical experience and cannot be counted among the 12 credits at the 300-level or above in "A COM" courses required for majors. Course can be counted towards elective credits needed for the major as well as credits needed to meet the residency requirement for majors. Open only to Communication majors or minors in their junior or senior years with a GPA of 2.50 or higher. Prerequisite(s): A COM 265X and permission of Internship Coordinator. *S/U* graded.

**A COM 392 Internship in Operational and Applied Communication Theory (9)**

Supervised field placement in an approved setting. Cumulative average of at least 2.50 required. (Open only to rhetoric and communication majors and minors, except with permission of instructor.) Student attends a weekly seminar (A COM 393Z) and prepares a major project and weekly reports in conjunction with that seminar. Does not satisfy major or minor requirements. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. Corequisite(s): A COM 393Z, and permission of instructor. *S/U* graded.

**A COM 393Z Seminar in Operational and Applied Communication Theory (6)**

Advanced applications of rhetoric and communication theory. Participants will complete a major project describing in detail each segment of their work. Each participant will also complete five ten-page analytical papers in addition to a series of weekly seminar papers. (Open only to rhetoric and communication majors and minors, except with permission of instructor.) Yields credit toward rhetoric and communication major or minor. Corequisite(s): A COM 392, and permission of instructor.

### **A COM 397 Independent Study and Research in Communication (1–3)**

Directed reading and conferences on selected topics. Course may be repeated for a total of 6 credits. Prerequisite(s): A COM 265X, and permission of instructor.

### **A COM 499 Senior Honors Project (3–6)**

Design and implementation of an investigation of some clearly defined problem in rhetoric and communication, under faculty supervision. Students may repeat this course once, for a maximum of 6 credits, for those projects requiring two consecutive semesters of study. Prerequisite(s): admission to the honors program in communication; enrollment by permission of the director of undergraduate studies.

## **Program in Documentary Studies**

### **Faculty**

#### *Director*

Gerald Zahavi, Ph.D., Professor  
(History, Documentary Studies)  
Syracuse University

#### *Special Projects Coordinator*

Susan L. McCormick, M.A.  
Adjunct Faculty  
(History, Documentary Studies)  
University at Albany

#### *Professors*

Phyllis Galembo, M.F.A. (Art)  
University of Wisconsin at Madison  
Teresa M. Harrison, Ph.D.  
(Collins Fellow) (Communication)  
Bowling Green State University

#### *Associate Professors*

Sheila Curran Bernard, M.F.A.  
(History, Documentary Studies)  
Goddard College  
Adam Frelin, M.F.A. (Art)  
University of California, San Diego  
Robert Gluck, M.H.L., M.S.W., M.F.A.  
(Music)  
Rensselaer Polytechnic Institute  
Daniel S. Goodwin, M.F.A. (Art)  
Hunter College  
Vivien Ng, Ph.D. (Women's,  
Gender and Sexuality Studies)  
University of Hawaii

#### *Visiting Assistant Professor*

William Husson, Ph.D. (Communication)  
Rensselaer Polytechnic Institute

#### *Faculty Adjuncts*

Julie Casper Roth, M.F.A.  
University at Albany  
Katherine Van Acker, B.S. (Journalism)  
School of Film and Photography,  
Montana State University

#### *Program Associates*

Paul A. Miller, B.A. (UAlbany TV);  
Director of Programming & Production  
Roosevelt University  
Shira Segal, Ph.D.  
(Director of Film Studies)  
Indiana University

## **Curriculum**

The Bachelor of Arts in Interdisciplinary Studies with a faculty-initiated concentration in Documentary Studies offers students an opportunity to explore diverse approaches to documentary work in video/film, radio, hypermedia/multimedia, photography, and nonfiction writing and print journalism. The curriculum combines a solid grounding in the academic and theoretical literature of documentary media with intensive research and fieldwork, arming students not only with production skills but also the ability to critically analyze media in terms of both content and craft. The minor in Documentary Studies permits interested students to combine a course of study in a traditional major in the sciences, social sciences, or humanities with a sub-concentration in documentary studies. The Honors curriculum allows students to take on a program that is especially intellectually rigorous and that yields a final project more substantial than that required of non-Honors students.

## **Careers for Majors**

An understanding of documentary media in its many forms prepares students to more effectively engage in the media-infused global marketplace as citizens, consumers, educators, scholars, and practitioners. The Documentary Studies concentration prepares students for employment in fields that require research and writing skills, including historical and archival research; the ability to analyze, critique, and produce visual and aural communications, such as for entertainment, education, or advocacy; and a broad understanding of fact-based communication that can be applied in a range of corporate, educational, service, or government settings. The curriculum also prepares students for advanced study in journalism, history, media production, global studies, and education.

## **Degree Requirements: Bachelor of Arts in Interdisciplinary Studies with a faculty-initiated concentration in Documentary Studies**

**General Program B.A.:** A minimum of 36 credits, distributed in the following way:

### **Required Core Course**

A DOC 251 (= A HIS 251) Introduction to Documentary Studies (3 credits).

### **Core Theory & History Courses**

Two courses, chosen from the following (6 credits). Most of the courses listed below are offered every year.

A DOC 224 (= A HIS 224) Nonfiction Media Storytelling  
A DOC 335 (= A HIS 335) History and Theory of the Documentary Film  
A DOC 376 (= A HIS 376) A Cultural History of American Photography  
A DOC 468 (= A JRL 468) Literary Journalism  
A ARH 265 History of Photography  
A ARH 266 Photography 1970 to the Present  
A ARH 368 The Documentary Film  
A COM 370 Theories of Mass Media  
A COM 374 Radio and the Public Imagination  
A COM 386/386Z Persuasion and Film  
A HIS 401 History of American Documentary Media  
A JRL 420 Media in the Digital Age

### **Documentary Studies**

#### **Fieldwork Seminar**

(4 credits. Honors students should also enroll in A DOC 451 for an extra credit.)

A DOC 450 Documentary Studies Seminar and Fieldwork Practicum  
A DOC 451 Honors Section for Documentary Studies Seminar and Fieldwork Practicum

### **Skills Courses**

(4 courses, a minimum of 12 credits.)

A ART 344 Intermediate Photography and Digital Imaging (A ART 244 is a prerequisite)  
A ART 350 Intermediate Digital Imaging (A ART 250 is a prerequisite)  
A ART 444 Advanced Photography and Digital Imaging (A ART 344 is a prerequisite)  
A ART 450 Advanced Digital Imaging (A ART 350 is a prerequisite)  
A ART 447 Advanced Film Production (A ART 250 is a prerequisite)

A COM 430 Communication on the Internet  
 A DOC 308Z (= A JRL 308Z) Narrative Journalism  
 A DOC 323 (= A HIS 334) Foundations of Documentary Filmmaking  
 A DOC 324 (= A JRL 324) Introduction to Documentary Photography  
 A DOC 330 (= A HIS 330) Foundations of Documentary Web/Hypermedia Production  
 A DOC 380 (= A JRL 380) Photojournalism  
 A DOC 394 (= A HIS 394) Workshop in Oral History  
 A DOC 404 (= A HIS 404) Readings and Practicum in Aural History and Audio Documentary Production  
 A DOC 406 (= A HIS 406) Practicum in Historical Documentary Filmmaking  
 A DOC 407 (= A HIS 407) Readings and Practicum in Digital History and Hypermedia  
 A DOC 412Z Readings and Practicum in Nonfiction Media Storytelling  
 A DOC 442 (= A JRL 442 & A WSS 442) Transmedia Storytelling  
 A JRL 385Y Broadcast Journalism  
 A JRL 390 Digital Media Workshop I: Web Publishing  
 A JRL 392 Digital Media Workshop II: Desk-Top Publishing  
 A JRL 490Z Digital Publication  
 A MUS 426 (= A ART 426 & A THR 426) Music Composition in Electronic Media I (A MUS 100 is a prerequisite)  
 A MUS 428 (= A ART 428 & A THR 428) Sound Design and Multimedia (A MUS 426 is a prerequisite)

## Electives

The remainder of the required 36 credits may be fulfilled by taking any of the below courses. Also, any course which appears above, under “Core Theory & History” or “Skills” courses, and is not listed below, may also be taken as an elective if not used to fulfill any other of the Program’s major or minor requirements.

**Topics Courses** (when content is relevant and approved by the Director or Associate Director of the Documentary Studies Program)

A ART 446 Topics in Photography  
 A COM 378 Studies in Public Persuasion  
 A COM 465 Studies in Communication Theory  
 A DOC 390 Topics in Documentary Studies  
 A JRL 475/475Z Topics in Journalism

## Art:

A ART 244 Beginning Photography and Digital Imaging  
 A ART 250 Introduction to Digital Imaging  
 A ART 281 (= A ARH 268) History and Practice of Video Art II  
 A ART 346 Introductory Film Production  
 A ART 348 Color Photography

## Art History:

A ARH 261 Independent Cinema

## Communication:

A COM 238 Introduction to Mass Communication  
 A COM 370 Theories of Mass Media

## Documentary Studies/History:

A DOC 224 (= A HIS 224) Nonfiction Media Storytelling  
 A DOC 499 Special Projects and Internships in Documentary Studies  
 A HIS 499 Special Projects in History

## Journalism:

A DOC 225 (= A JRL 225) Media Law and Ethics  
 A DOC 308Z (= A JRL 308Z) Narrative Journalism  
 A DOC 363 (= A JRL 363) Visual Culture  
 A DOC 380 (= A JRL 380) Photojournalism  
 A DOC 468 (= A JRL 468) Literary Journalism  
 A JRL 230 The Mass Media and War in U.S. History  
 A JRL 340 Global Perspectives on the News  
 A JRL 385/385Y Broadcast Journalism  
 A JRL 390 Digital Media Workshop I: Web Publishing  
 A JRL 392 Digital Media Workshop II: Desk-Top Publishing  
 A JRL 490Z Digital Publication

## Music:

A MUS 295 Audio Recording Fundamentals  
 A MUS 325 Analog and Digital: The Culture of Electronic Musical Composition

Additional courses offered intermittently may be very appropriate for documentary work and will be counted towards the major or minor if so determined by the Director or Associate Director of the Documentary Studies Program.

## Supporting Topical Academic Courses

Students are strongly encouraged to select minors and supplementary courses supportive of their topical or subject areas of documentary interest. Those students who are attracted to international documentary work should consider history, foreign language, anthropology, globalization, political science, and sociology courses. Those interested in science and technology as a subject area of future documentary work should take science and technology courses supportive of this concentration. Those drawn to biography and humanities topics should look at the offerings of the English and History departments. All students should discuss their topical interests with their advisers and build a substantive base in one or more disciplines.

## Degree Requirements: Bachelor of Arts in Interdisciplinary Studies with a faculty-initiated concentration in Documentary Studies — Honors Curriculum

The Honors Curriculum allows students to take on a program that is especially rigorous and that yields a final project more substantial than that required of non-Honors students. Special 1-credit supplementary sections provide students in the Honors Program with deeper, broader, and more challenging opportunities to probe the diverse approaches to documentary production — in this country and abroad. They encourage a high level of student-faculty interaction and the cultivation of an honors community.

## Requirements

Students in the Honors Program are required to complete a minimum of 40 credits, meeting the core 36-credit course distribution requirements of the major, plus an additional 4 credits satisfied in the following manner:

A DOC 451 (for 1 credit);

THREE (3) A DOC 400 1-credit tutorials (A DOC 400 may be repeated for credit). A DOC 400 is designed to supplement 300-level and above courses outlined under Documentary Studies “Core Theory & History” or “Electives” courses (listed earlier), and provides Honors students with



opportunities for more advanced and challenging work in these courses. The tutorial will permit Honors students to work one-on-one with their instructors and will normally include extra reading, writing, and project assignments.

Maintenance of a minimum cumulative grade point average of 3.25. For graduation with an “Honors in Documentary Studies,” students must also have achieved a grade point average of 3.50 or above in the major.

All students enrolled in the Honors Program will take (in addition to the required A DOC 251 and A DOC 450) A DOC 451, Honors Section for Documentary Studies Seminar and Fieldwork Practicum (1 credit). Students in the Honors Curriculum in Documentary Studies will be expected to produce a more substantial final project in A DOC 450 than non-Honors students enrolled in that course. A DOC 451, the supplementary 1-credit course paralleling A DOC 450, will provide them with the opportunity and guidance to expand their projects accordingly.

Honors students must present their final projects at a public seminar.

## Honors Curriculum Admission

Majors should discuss admission to the Honors Curriculum with the Documentary Studies Director at any time during their first or second year or at the beginning of their third year. Transfer students should apply upon their admission to the University. The requirements for admission include:

Overall cumulative grade point average of 3.25;

Completion of at least 12 credits required for the Documentary Studies major;

A grade point average of 3.50 in courses required for the Documentary Studies major.

## Advisement

The Director of the major in Interdisciplinary Studies with a faculty-initiated concentration in Documentary Studies and of the Documentary Studies minor is the initial and primary adviser for enrolled students. The Director will help students identify faculty members in the participating departments closest to their documentary area(s) of interest for more intensive and focused advisement.

## Courses in Documentary Studies

### A DOC 224 (= A HIS 224) Nonfiction Media Storytelling (3)

This course explores the use of narrative in books, films, and other works intended to present factual content to the general public. Students will watch, read about, write about, and discuss a range of work, developing tools for analyzing and evaluating nonfiction media in terms of both content and craft. Only one version may be taken for credit. Prerequisite(s): restricted to Documentary Studies Program and History Department majors and minors. Others may be admitted space permitting, and with permission from the instructor. This class is recommended for students planning to take A DOC 412.

### A DOC 225 (= A JRL 225) Media Law and Ethics (3)

This course examines strategies for making good ethical decisions in newsgathering and writing as well as the laws that pertain to daily journalism and public relations. The course covers the major ethical theories and philosophies and the major legal cases that journalists must know. Emphasis will be on actual cases and hypothetical situations encountered in daily journalism. The course pays special attention to some of the most common dilemmas — libel, free press/fair trial conflicts, anonymous sources, and publishing content that can harm people. Only one version of A DOC 225 may be taken for credit. Prerequisite(s): restricted to Journalism, Documentary Studies, and History majors and minors. Others may be admitted space permitting, and with permission from the instructor.

### A DOC 227 (= A HIS 227) Civil Rights:

#### A Documentary Approach (3)

This course looks at the intersection of history and media as it pertains to the American civil rights movement. Focusing on the landmark archival television series *Eyes on the Prize* and a range of primary and secondary sources (documents, films, music, and more), we will study not only the historical events depicted on screen but also the ways in which these events were documented, archived, and later shaped into public media. Only one version of A DOC 227 may be taken for credit.

### A DOC 251/251Z (= A HIS 251/251Z)

#### Introduction to Documentary Studies (3)

This course is divided into 3 major sections. First, we will ask “What is a documentary?” One of the most widely quoted definitions is that of John Grierson who suggests that documentary is the “the creative treatment of actuality.” We will explore that definition, and others, as we lay the groundwork to examine the social, cultural, legal, and ethical considerations inherent in all documentary production. We will then look at specific documentary forms, their history, best examples, notable characteristics, and key practitioners. Finally we will look at some of the major themes in documentary work across forms and genres — in print, photography, film/video, audio, and hypermedia/multimedia. We will also consider how technological innovation

has shaped the work of the documentarian over time. As the gateway course for the Documentary Studies major and minor, this course is not only about understanding what others have done in both the recent and distant past, but developing a foundation for future work in the major and minor. Those enrolled in A HIS 251 are expected to bring an historical perspective to their work in the course.

### A DOC 294Y (= A HIS 294Y) Field Research in Oral and Visual History: The Hudson River Region (3)

Utilizing the Hudson River region as our laboratory, from the river's source in the Adirondacks to Manhattan Island in the south, this course is intended to be both a theoretical and practical introduction to the use of oral and video history in documentary and historical field research. As a course, it covers a wide territory -- from the gathering of oral/video interviews to explorations of how to utilize them in theatrical plays, radio programs, films, and television documentaries. From in-class discussions of memory, historical distortion, and interview theory, to technical instruction on the use of audio, video, and transcribing equipment, the course is designed to teach students critical and practical skills and to demonstrate the potential of this important research and presentation methodology — and to do it utilizing the communities and vast resources of the Hudson River corridor. A major component of the course will be student-initiated and led interviews with individuals from a variety of walks of life who live along the shores, or work on, the Hudson River. [Please note that in future years, the “Field Research in Oral and Visual History” course will vary in its regional focus]. Only one version of A DOC 294Y may be taken for credit. May not be offered in 2018-2019.

### A DOC 308Z (= A JRL 308Z) Narrative Journalism (3)

Students will explore a variety of journalistic styles, with emphasis on compelling narrative and description, combined with the skillful use of quotes and dialogue. The class features intensive critiques of students' work. A variety of formats will be studied: newspapers, magazines, non-fiction books, and online publications. Readings for the course include works by Janet Malcolm, Barbara Ehrenreich, Ellen Ullman, Mary Karr, Edward Abbey, Edmund Wilson, Michael Herr, and James Baldwin. Students submit weekly writing assignments and a final portfolio of edited work. Only one version of A DOC 308Z may be taken for credit. Prerequisite(s): A JRL 200Z, or permission of instructor.

### A DOC 323 (= A HIS 334)

#### Foundations of Documentary Filmmaking (3)

This course will introduce students to the fundamentals of researching, planning, shooting and editing digital video documentaries. When A DOC 323 is taught cross-listed with A HIS 334, the content focus will be history. Restricted to History and Documentary Studies majors and minors; all others by permission of instructor. Recommended for students planning to take A HIS or A DOC 406.

**A DOC 324 (= A JRL 324)****Introduction to Documentary Photography (3)**

From Mathew Brady's Civil War photographs, to the work of photographers of the U.S. Farm Security Administration in the 1930s, and through the stunning and emotive images of contemporary social, ethnographic, scientific, and war photographers, documentary photography has experienced a long and vigorous development. In this basic introductory hands-on workshop, students will examine the long heritage of documentary photography as well as the practical lessons to be learned from renowned practitioners. The course explores the use of still photographs to record various aspects of social, political, and cultural life and events. Students will develop their visual storytelling skills through a series of research and fieldwork hands-on projects involving the documentation of various aspects of contemporary life. Students should be familiar with the basics of digital camera operation. Only one version of A DOC 324 may be taken for credit. Prerequisite(s): restricted to Documentary Studies Program and Journalism majors and minors. Others may be admitted space permitting, and with permission from the instructor.

**A DOC 330 (= A HIS 330) Foundations of Documentary Web/Hypermedia Production (3)**

Web-based or digital multimedia documentaries utilize a variety of hypermedia digital elements to construct compelling, interactive, linear and nonlinear "stories" on nonfiction topics. This course will cover the fundamentals of web site and digital multimedia composition through assigned short projects. When A DOC 330 is taught cross-listed with A HIS 330, the content focus will be history. Prerequisite(s): restricted to Documentary Studies and History majors and minors; all others with permission of instructor. Recommended for students planning to take A DOC/A HIS 407.

**A DOC 335 (= A HIS 335; formerly A DOC/ A HIS 405) History and Theory of the Documentary Film (3)**

This course will introduce students to the history, theory, and aesthetics of documentary filmmaking. Beginning with a review and analysis of the general history of the documentary film genre and the varieties of approaches adopted by non-fiction filmmakers, we will begin to systematically unravel the various elements that contribute to the creation of informative, moving, and powerful documentary films — with special emphasis on historically-focused films. We'll look at the various modes or styles that have evolved in the course of the genre's development and the various techniques documentarians have utilized to effectively communicate historical ideas in cinematic form. Only one version of A DOC 335 may be taken for credit.

**A DOC 363 (= A JRL 363) Visual Culture (3)**

The course explores the increasing predominance of visual media in contemporary life. It examines how traditional narrative forms of storytelling are being replaced by visual forms of storytelling in journalism, photojournalism, film, television, the internet, video games,

anime, graphic novels, and advertising. Particular emphasis will be paid to the global flow of visual culture and the technologies that facilitate these cultural exchanges. Readings range from Marshall McLuhan and Laura Mulvey to contemporary writers on visual culture. Only one version of A DOC 363 may be taken for credit. May not be taken by students with credit for A JRL/T JRL 220.

**A DOC 376/376Z (= A HIS 376/376Z) A Cultural History of American Photography (3–4)**

This course is a survey of the history of photography from 1839 until the present, presenting photographs as representative intellectual statements defining and illustrating major movements in American thought and culture. By looking at photographs, reading photographic and aesthetic theory, and drawing parallels from American painting, literature, architecture, and other informational and expressive media, the class will demonstrate the ideas and issues underlying American Romanticism, Realism, Modernism, and Post-Modernism. Because photographs are tangible, accessible, and have been upheld as an archetypal medium by each of these intellectual movements, the history of photography offers an ideal introduction to abstract ideas and broad intellectual themes. The course will provide students with extensive experience analyzing cultural documents and help them begin to explore underlying theoretical issues in photography. Only one version of A DOC 376 may be taken for credit.

**A DOC 380 (= A JRL 380) Photojournalism (3)**

Students develop the critical skills for evaluating and the technical skills for producing, editing, and publishing digital photographs in a variety of formats, including traditional newspapers, satellite transmissions from the field, and internet web sites. While developing their aesthetic and technical skills, students will critique each other's photos in a workshop format. Only one version of A DOC 380 may be taken for credit.

**A DOC 390 Topics in Documentary Studies (3)**

Various topics in documentary studies — including film/video, audio, web/hypermedia, non-fiction narrative writing, and documentary photography — will be examined in this course. Specific topics and instructors will vary and will be announced during advance registration periods. This course may be repeated for credit when content varies.

**A DOC 394 (= A HIS 394) Workshop in Oral History (3)**

This course offers a broad introduction to the history, theory, and practice of oral history, including the use of oral history in historical research, documentary production, and public history projects. Only one version of A HIS 394 may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor.

**A DOC 400 Honors Tutorial in Documentary Studies (1)**

Documentary Studies Honors students enrolled in 300 level courses or above in their concentrations may enroll in A DOC 400 for additional

credit of honors work. The Honors Tutorial affords students an opportunity to work one-on-one with their instructors and will include extra reading, writing, and project assignments. May be repeated for credit.

**A DOC 404 (= A HIS 404) Readings and Practicum in Aural History and Audio Documentary Production (4)**

This course introduces students to (1) the historical study of sound, soundscapes, and sound recordings, (2) aural history composition techniques (especially radio documentaries and features, but also aural essays and museum audio installations), and (3) audio delivery technologies to communicate historical ideas to broad audiences. It includes coverage of textual and archival audio source research, 20<sup>th</sup> and 21<sup>st</sup> century historical radio documentary work, analysis of audio documentary forms and non-fiction storytelling techniques, scriptwriting, technical instruction in the art of audio recording and post-production editing and mixing, discussion of audio preservation and restoration techniques, and an introduction to traditional and modern technologies for the transmission and dissemination of documentary and related audio work. Only one version of A DOC 404 may be taken for credit. Prerequisite(s): permission of instructor.

**A DOC 406 (= A HIS 406) Practicum in Historical Documentary Filmmaking (4)**

This course is a hands-on workshop in historical documentary filmmaking. It will introduce students to the all aspects of historical documentary production — from pre-production planning, research, and writing, to production (filming/videotaping interviews, recording voiceover narration, lighting, filming reenactments), and finally, post-production (editing and mixing actualities, music, narration, interviews, still photographs). The course, in short, is designed to teach students practical, technical skills and is a perfect follow-up to A DOC 335, which examines the history and theory of documentary filmmaking. Only one version of A DOC 406 may be taken for credit. Prerequisite(s): permission of instructor.

**A DOC 407 (= A HIS 407) Readings and Practicum in Digital History and Hypermedia (4)**

This course introduces students to the practice of history in the digital age. The emergence of the World Wide Web has opened up new avenues for researching, analyzing, and presenting the past—but has also raised new questions about producing quality historical scholarship in this open environment. This course will work on two fronts, looking first at the current state of the field of "digital history," from issues of narrative and hypertext theory to some of the best (and worst) practices of current historical websites. At the same time, as a central component of the course, students will work in collaboration to build their own well-researched and historically sound web projects. Previous experience with building websites is welcomed but not required. Only one version of A DOC 407 may be taken for credit. Prerequisite(s): permission of instructor.

**A DOC 412 Readings & Practicum in Nonfiction Media Storytelling (3)**

This is an advanced course that helps students use the tools of good writing to understand, evaluate, and create historical media intended for use in museums, on the Web, and on television, with an emphasis on story and story structure. This is not a production course; works will be researched and written only. Prerequisite(s): permission of instructor. Completion of A DOC 224 is recommended.

**A DOC 442 (= A WSS 442 & A JRL 442) Transmedia Storytelling (3)**

Students in this workshop learn how to use a variety of new media tools, including — but not restricted to — digital videos, interactive web pages, and animation software, to create a set of linked stories about a singular historical or newsworthy event. Additionally, students learn to search for, collect, and analyze primary sources — e.g. news stories, first-person accounts, government records, cultural artifacts, ephemera, found footage, etc. — stored in archives, libraries, museums, and online databases. Through the processes of research and reflection, students learn to understand the intersections and consequences of class, gender, race, and nationality. The workshop format enables students to participate fully as active learners and peer teachers. Only one version of A DOC 442 may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor. May not be offered in 2018–2019.

**A DOC 450 Documentary Studies Seminar and Fieldwork Practicum (4)**

The Documentary Studies Seminar and Fieldwork Practicum is the capstone course for majors and minors in documentary studies. Students are expected to complete a substantial project in any one of five documentary concentrations (radio/audio, video/film, hypermedia/multimedia, photography, and print). Students will work with individual concentration advisers as well as the course instructor; they will receive feedback, as well, from fellow students enrolled in the course. Discussion of selected readings, production techniques, research strategies, and legal and ethical issues, as well as viewings of documentary films/photographs and airings of audio documentaries, will inform and complement in-depth examinations of individual projects. The course will be offered once a year, generally in the spring semester. Prerequisite(s): permission of instructor.

**A DOC 451 Honors Section for Documentary Studies Seminar and Fieldwork Practicum (1)**

The course, for Honors students taking A DOC 450, offers students an opportunity to complete a major project in their area of documentary concentration: radio/audio, video/film, hypermedia/multimedia, photography, and print journalism. This 1 credit Honors course allows Honors students to take on a more ambitious project than normally expected of majors. It culminates in a public presentation of their projects.

**A DOC 468 (= A JRL 468) Literary Journalism (3)**

This course invites students to read and analyze literary journalism, with attention to its historical context. Readings include works by Daniel Defoe, Charles Dickens, Samuel Clemens, Stephen Cane, Janet Flanner, Lillian Ross, Rebecca West, John Hersey, James Agee, Dorothy Day, Meridel LeSueur, Truman Capote, Joan Didion, Tracy Kidder, and others. While reflecting on the relations between journalism and literary fiction and nonfiction, students will complete bi-weekly assignments. Only one version of A DOC 468 may be taken for credit. Prerequisite(s): A JRL 201Z.

**A DOC 499 Special Projects and Internships in Documentary Studies (1–4)**

This is a course designed for students interested in engaging in documentary fieldwork and production projects through internships with on-campus and off-campus organizations, or on their own with close faculty supervision. Students should already have the specific production skills (e.g. filmmaking, photography, audio recording/editing, hypermedia authoring) necessary for the project or internship they wish to undertake. Typical projects or internships might involve mounting documentary photography exhibits, participating in documentary editing projects (including online, nonfiction journals), designing virtual museums and podcasting/video-casting websites, or working as production members on film/video or radio projects. Credit load will depend on the level of engagement and time obligations associated with the specific project undertaken by the student. May be repeated for a total of 6 credits. Prerequisite(s): junior or senior standing, a minimum GPA of 2.50, and permission of the instructor. *S/U* graded.

**Department of East Asian Studies****Faculty***Professors*

Susanna Fessler, Ph.D.

Yale University

James M. Hargett, Ph.D.

Indiana University

Charles M. Hartman, Ph.D.

Indiana University

*Associate Professors*

Andrew Sangpil Byon, Ph.D.

University of Hawai'i at Manoa

Fan Pen Chen, Ph.D. (Department Chair)

Columbia University

Anthony DeBlasi, Ph.D.

Harvard University

*Assistant Professors*

Peter Banseok Kwon, Ph.D.

Harvard University

John Person, Ph.D.

University of Chicago

Aaron Proffitt, Ph.D.

University of Michigan at Ann Arbor

*Lecturers*

Michiyo Kaya Wojnovich, M.S.

University at Albany

Shu-Han Yeh, Ph.D.

University at Albany

*Affiliated Faculty*

Michitake Aso, Ph.D.,

Department of History

University of Wisconsin at Madison

Cheng Chen, Ph.D.,

Department of Political Science

University of Pennsylvania

Angie Y. Chung, Ph.D.,

Department of Sociology

University of California, Los Angeles

Youqin Huang, Ph.D.,

Department of Geography and Planning

University of California, Los Angeles

Kwan Koo Yun, Ph.D.,

Department of Economics

Stanford University

*Adjuncts (estimated): 4*

The Department of East Asian Studies offers courses in the languages and cultures of the three major civilizations of East Asia: China, Japan and Korea. The department provides instruction in elementary, intermediate and advanced Chinese, Japanese, and Korean. There are also courses taught in English on Chinese, Japanese, and Korean literature, philosophy, religion, history, geography, economics and political science.

**Careers**

Graduates of the Department traditionally enter careers in teaching, international trade, U.S. government, and the travel industry. The degree is also excellent preparation for professional graduate programs in business administration (M.B.A.), law, librarianship, and Teaching English as a Second Language. The department strongly encourages students interested in East Asian Studies to double-major within a separate department or college. Combinations with particularly strong employment potential are East Asian Studies and economics, business, and political science.

**Special Programs or Opportunities**

The University maintains exchange programs in China with Beijing University, Beijing Normal University, Fudan University, East China Normal University, and Sichuan University. These programs provide students an opportunity to study Chinese language and selected topics

in the humanities and social sciences in China for summers, one semester, or an entire academic year. The university also maintains similar exchange programs with Kansai Gaidai and Tokyo University of Foreign Studies in Japan and with Yonsei University in Seoul, Korea. All departmental majors are strongly encouraged to participate in these exchange programs in order to gain first-hand experience of life in contemporary East Asia.

## Degree Requirements

The Department of East Asian Studies offers three concentrations or degree tracks. Each is a separate and distinct course of study leading to the B.A. degree. These are 1) the Major in Chinese Studies, 2) the Major in East Asian Studies, and 3) the Major in Japanese Studies. Students may not double-major in East Asian Studies and Chinese Studies or Japanese Studies. Requirements for these programs are as follows:

### Requirements for the Major in Chinese Studies (34 credits)

- One introductory course from: A EAS 103, 105; A EAC 170
- Required language: A EAC 201, 202, 301, and 302
- Required Information Literacy course: A EAC 205
- Two intermediate prerequisite courses from: A EAS 260, 266, 270; A EAC 210, 211, 212, 230, 280, 379, 380
- One seminar from: A EAC 414, 415, 420, 430, 432, 471, 480; A EAS 450; A EAS/A HIS 468, 475, 478
- One 300- or 400-level elective from: any A EAC course; A EAS 495

### Requirements for the Major in East Asian Studies (34 credits)

- One introductory course from: A EAS 103, 104, 105; A EAC 170; A EAJ 170; A EAK 170
- Language (any combination of 10 credits from the following): A EAC 101, 102, 201, 202, 301, 302, 414, 415; A EAJ 101, 102, 201, 202, 301, 302, 410, 411; A EAK 101, 102, 201, 202, 301, 302
- One required Information Literacy course: A EAC 205, A EAJ 205, or equivalent as approved by advisor
- Two intermediate prerequisites courses from: A EAS 261, 265, 266, 270; A EAC

210, 211, 212, 230, 260, 280, 379, 380; A EAJ 210, 212, 275, 384, 385

- Two seminars from: A EAS 450, 468, 475, 478; A EAC 420, 430, 432, 471, 480; A EAJ 435, 436, 437, 438, 460
- Two 300- or 400-level electives from: any A EAS, A EAC, A EAJ, A EAK course

### Requirements for the Major in Japanese Studies (34 credits)

- One introductory course from: A EAS 103, 104; A EAJ 170; A EAC 170; A EAK 170
- Required language: A EAJ 201, 202, 301, and 302
- Required Information Literacy course: A EAJ 205
- Two intermediate prerequisite courses from: A EAJ 210, 212, A EAJ/A HIS 278, A EAJ/A HIS 384, A EAJ/A HIS 385; A EAS 261, 265, 266, 270
- One seminar from: A EAJ 435, 436, 437, 438, 460; A EAS/A REL 450, A EAS/A HIS 468
- One 300- or 400-level elective from: any A EAJ course; A EAS 357, 362, 375, 495

### Honors Program in the Three East Asian Studies Majors

Students with 3.50 grade point average in one of the department's majors are eligible for its Honors Program. In addition to completing the regular requirements for the major in *Chinese Studies*, *East Asian Studies*, or *Japanese Studies*, students in the Honors Program complete a further six credits of A EAS 495, Colloquium in East Asian Studies.

At the beginning of the fall semester (preferably of the senior year), students will submit their honors proposals to the faculty. If the faculty approves a proposal, the student will be permitted to enroll in A EAS 495 (3 credits), which consists of directed readings and conferences involving appropriate members of the faculty. The project will be evaluated by the project adviser at the end of the fall semester and if the student is making appropriate progress, they will be permitted to enroll in A EAS 495 (3 credits) again in the spring semester. The project will be formally evaluated by the Department Honors Committee no later than the mid-term point in the second semester of the senior year. The final version of the project must be submitted by the last day of classes during the second semester of the senior year.

## Courses in Chinese Studies

### A EAC 100 Introduction to China (3)

This is a preliminary introduction to China and its culture. It covers contemporary developments and provides important historical background. Students also study some simple Chinese language to facilitate short-term social interaction in China. It does not count for East Asian Studies Department major requirements.

### A EAC 101 Elementary Chinese I (5)

An introduction to modern Chinese (Mandarin) with emphasis on speaking, reading and writing. Basic fluency in the spoken language is developed through intensive use and repetition of basic vocabulary and fundamental sentence patterns. Students learn the Pinyin romanization system and the simplified characters used in mainland China. May not be taken by students with any previous knowledge of any Chinese language.

### A EAC 102 Elementary Chinese II (5)

Continuation of A EAC 101. Prerequisite(s): A EAC 101.

### A EAC 150 China Through Western Eyes (3)

American and European perceptions of China from the 13<sup>th</sup> century to the present, emphasizing the origin(s) and influence of these Western perspectives. Readings range from the travel journals of Marco Polo to recent reports.

### A EAC 160/160V/160X/160Z (= A GOG 160/160V/160X/160Z) China: People and Places (3)

This course provides a systematic introduction of China as an emerging political and economic power in the context of globalization. Main topics include historical evolution, uneven physical and social geography, economic reform, rapid urbanization, population growth and family planning, environmental change, tradition and culture change, and persisting and emerging problems. This course aims to help student better understand China. This course also teaches students how to search, use and evaluate information for their research in an increasingly digital and information-oriented world. Only one version of A GOG/A EAC 160 may be taken for credit.

### A EAC 170 China: Its Culture and Heritage (3)

Survey of the essential elements of traditional Chinese civilization and their transformation in the 20<sup>th</sup> century. Focus is on the development of basic Chinese social, political and aesthetic ideas. Conducted in English; no knowledge of Chinese required.

### A EAC 201 Intermediate Chinese I (5)

This course is a continuation of A EAC 102. It develops further the students' overall linguistic command of modern Mandarin Chinese. Students primarily learn simplified characters as used in Mainland China. Prerequisite(s): A EAC 102 or equivalent.

### A EAC 202 Intermediate Chinese II (5)

This course is a continuation of A EAC 201. Prerequisite(s): A EAC 201 or equivalent.

**A EAC 203 Elementary Chinese for Heritage Learners (5)**

This elementary modern Chinese language class is designed specifically for heritage learners; that is, students whose family background and/or previous education have provided them with some Chinese language skills (usually listening and speaking), but whose reading and writing skills may range from the most basic to knowledge of just a few hundred Chinese characters. The goal of this accelerated A EAC 203 class, which in one semester will cover all the material taught in A EAC 101 and 102, is to help heritage learners improve their overall communicative competence in modern Chinese (Mandarin). There are no prerequisites, but this is a class designed specifically for heritage learners who already have some knowledge of modern Chinese. Students with no previous knowledge of the Chinese language should enroll in A EAC 101.

**A EAC 204 Intermediate Chinese for Heritage Learners (5)**

This intermediate modern Chinese language class is designed specifically for heritage learners; that is, students whose family background and/or previous education has provided them with some Chinese language skills (usually listening and speaking), but whose reading and writing skills are probably limited to only several hundred Chinese characters. The goal of this accelerated A EAC 204 class, which in one semester will cover all the material taught in A EAC 201 and 202, is to help heritage learners improve their overall communicative competence in modern Chinese (Mandarin). Prerequisite(s): A EAC 203 or the equivalent in background knowledge or training.

**A EAC 205X Chinese Studies Research and Bibliographic Methods (3)**

This course will cover research and bibliographic methods in Chinese Studies. Students will learn how to navigate library catalogs and the Internet with specific emphasis on Chinese databases and resources. Students will also learn how to use reference materials, such as character dictionaries. Only one of A EAC 205X, A EAJ 205X, and A EAS 205X may be taken for credit. Prerequisite(s): one year or equivalent of Chinese.

**A EAC 210 Survey of Classical Chinese Literature in Translation I (3)**

An introduction to the major works of Chinese literature from the oracle bones (18<sup>th</sup> century BC) to poetry and prose writings of the Song dynasty (960-1279).

**A EAC 211 Survey of Classical Chinese Literature in Translation II (3)**

An introduction to the major works of Chinese literature from the Yuan dynasty (1279-1368) to the Ch'ing period (1644-1911), with emphasis on plays, poems and fiction.

**A EAC 212 Modern Chinese Literature in Translation (3)**

Survey of prose literature in China from the May Fourth Movement (1919) to the present, including works written after the Cultural Revolution.

**T EAC 230 (= T GOG 230) Reform and Resistance in Contemporary China (4)**

The course provides a survey of economic and social change in reform-era China (1978-present), beginning with a broad review of the policies that have brought about such a monumental restructuring of the economy. In the later sections of the in-class discussion will focus on the human impacts of the reforms and the extent to which the Chinese people have been constrained in their struggles for a better life and a more just and equitable society. Readings and materials from other media (including contemporary film and literature) will be selected to illustrate some of the ways the Chinese people have been exerting agency in shaping their own fate and resisting the inevitable forces that seem likely to overwhelm them in the new era of free-wheeling capitalism. The classroom discussions will focus on specific case studies of resistance drawn from a variety of sites and a range of contexts in contemporary China, which will be discussed and analyzed in the context of social science theories about the nature of resistance and its outcomes. The course will present ideas and a body of literature that question and critique the dominant 'narrative of success' that currently pervades Western media and academic curricula. Formerly A EAC/A GOG 230H. Only one version of T EAC 230 may be taken for credit. Prerequisite(s): open to Honors College students only.

**A EAC 260 (= A GLO 260 & A GOG 260) China in the Global Arena (3)**

An introduction to the development of China's modern economy and society. Focuses on the role and influence of China in contemporary global affairs. Emphasizes Chinese history and contemporary figures to explain China's relationship to the global economy and its responsibilities as an increasingly important contributor to global governance. Focuses on China's leadership, soft power, culture, industrialization, domestic innovation and participation in global trade, finance and politics. This multidisciplinary course helps students understand the dynamics of China's rapid economic growth over the last three decades, and how Chinese and Western scholars interpret the country's growing importance in the global political and economic system. Prerequisite(s): A EAC 150 or A EAC/A GOG 160 or A EAC 170 or permission of instructor.

**A EAC 280 (= A ARH 280) Chinese Painting (3)**

Introduces students to the major works of traditional Chinese painting and analyzes those works to arrive at an understanding of life in traditional China. The major class activity will be viewing, discussing and analyzing slides of Chinese paintings. Only one version of A EAC 280 may be taken for credit.

**A EAC 301Y Advanced Chinese I (3)**

This course is a continuation of A EAC 202. Equal emphasis is placed on enhanced reading, writing, and oral communication skills. Class is conducted in Mandarin Chinese. Prerequisite(s): A EAC 202 or equivalent.

**A EAC 302Y Advanced Chinese II (3)**

This course is a continuation of A EAC 301Y. Prerequisite(s): A EAC 301Y or equivalent.

**A EAC 350 (= A GOG 350) Urban Development in China (3)**

Provides a comprehensive understanding of urban development in China. Reviews the history of urban development in China and examines the demographic, social, economic, and cultural dimensions of the urbanization process. Analyzes the emerging urban land and housing markets, and the changing urban landscape.

**A EAC 364 (= A ECO 364) China's Economic History (3)**

This course focuses on the development of the Chinese economy from its Neolithic period to economic reform in the twenty-first century. The goal is to understand the dynamics that produced distinctive patterns in the evolution of China's economy. At the same time, students will understand how a grasp of basic economic concepts can illuminate China's broader historical experience. Topics of special interest include the relationship between technological innovation and economic life, distinctive forms of economic organization in China, the impact of government policy on the private economy, China's experiment with state socialism, and the emergence of the so-called "socialist market economy."

**A EAC 373 (= R POS 373) Government and Politics in the People's Republic of China (3)**

Examination of the origins of the Communist movement in China against the backdrop of the decline of dynastic rule and the era of Western imperialism. The implications of ideology, institutions, and individuals for public policy in the People's Republic of China. Only one version of A EAC 373 may be taken for credit.

**A EAC 374 (= A HIS 374) Crime and Punishment in Traditional China (3)**

This course will examine the distinctive understanding of crime and the law in China from the 7<sup>th</sup> to the 19<sup>th</sup> centuries. We will be particularly interested in theories of law during this period, the institutions of the imperial justice system, varieties of crime and punishment, and popular representations of the criminal justice system. Readings will include primary sources such as legal codes, case histories, and crime stories as well as secondary works on Chinese legal history. There are no prerequisites for this course, although some background in Chinese Studies will be helpful. Only one version of A EAC 374 may be taken for credit.

**A EAC 379/379Z (= A HIS 379/379Z) History of Premodern China (3)**

This course is a survey of China's historical development from prehistory to the founding of the Ming Dynasty in the 14<sup>th</sup> century. We will concern ourselves especially with the transformation of Chinese social structure over time, the relations between the state and the social elite, and the relationship between China's intellectual, political, and social histories. Only one version of A EAC 379 may be taken for credit.

Prerequisite(s): junior or senior standing, or 3 credits in East Asian studies or history.

**A EAC 380/380Z (= A HIS 380/380Z)  
History of Modern China (3)**

This course is a survey of China's history during the late imperial and modern periods. It begins with the founding of the Ming dynasty in the late 14<sup>th</sup> century and concludes with the present day. Of particular interest is the interplay of political, social, and intellectual history during this period. Only one version of A EAC 380 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in East Asian studies or history.

**A EAC 389 Topics in Chinese Literature, History, and Culture (3)**

This course will focus on a selected topic or major work of traditional or modern Chinese literature or history for intensive study. May be repeated for credit when content varies. Prerequisite(s): junior or senior standing, or permission of instructor.

**A EAC 414 (formerly A EAC 310)  
Classical Chinese I (3)**

Introduction to the literary Chinese language and classical Chinese culture through readings of simple texts selected from early classics, including the *Chuangtzu* and *Records of the Grand Historian*. Prerequisite(s): A EAC 202 or permission of the instructor.

**A EAC 415 (formerly A EAC 311)  
Classical Chinese II (3)**

Continuation of A EAC 414. Prerequisite(s): A EAC 414 or permission of the instructor.

**A EAC 420 (formerly A EAC 390)  
Classical Chinese Poetry (3)**

This class surveys Chinese poetry written in traditional verse forms, beginning with works from the *Book of Poetry* (600 BC) and concluding in the 18<sup>th</sup> century. Major poets will include Qu Yuan, Du Fu, Li Bo, and Su Shi. The course will begin with the major linguistic and rhetorical elements of Chinese poetry and proceed to introduce elements of traditional Chinese poetics. No knowledge of Chinese is required. All readings and discussions will be in English. Prerequisite(s): any one of the following courses: A EAS 103, T EAS 105, A EAC 170, 210, or 211.

**A EAC 423 Practicum in Teaching Chinese (2)**

This course is an introduction to the theory and practice of teaching Chinese as a foreign language, designed for those who contemplate a career teaching Chinese at the secondary or college level. Focus is on attaining practical experience through class observation and a supervised classroom practicum. Prerequisite(s): fluency in the reading, writing, and speaking of modern Chinese (Putonghua); permission of the instructor.

**A EAC 430 (formerly A EAS 392) Chinese Travel Literature (3)**

This course will examine the traditions of travel writing in China. Students will read selections from works representing important

aspects of the genre. Half of the semester will focus on China and half on Japan. All readings will be in English; no knowledge of Chinese is required. Prerequisite(s): any one of the following: A EAS 103; A EAC 210, 211, or permission of instructor.

**A EAC 432 (= A THR 432; formerly A EAC 396/  
A THR 323) Readings in Chinese Drama (3)**

After introducing the history and aesthetics of the Chinese theater, this course will concentrate on reading and discussing pieces of Yuan Zaju Drama, Ming Chuanqi Opera, Peking/Beijing Opera, and Chinese shadow plays. Knowledge of the Chinese language is not necessary. Only one version of A EAC 432 may be taken for credit. Prerequisite(s): any 200 level course (other than language courses) from either the Department of East Asian Studies or the Theater Department, or permission of the instructor.

**A EAC 458 (= A HIS 458) New Orders in Asia (3)**

This class examines the international orders in place in Asia from the days of 19<sup>th</sup> century imperialism to the search for a 21<sup>st</sup> century post-Cold War order. The focus will be on political, cultural, and economic interactions among the three main East Asian powers: China, Japan, and the US. Prerequisite(s): junior or senior standing.

**A EAC 470Z (= A GOG 470Z) China After Deng Xiaoping (3)**

This course examines some of the issues associated with modernization and economic development in post-Deng Xiaoping China. The course focuses on the era of economic reform associated with Deng, and is particularly concerned with the social, spatial and political ramifications of China's entry into the global economy. Only one version of A EAC 470Z may be taken for credit. Prerequisite(s): any of the following: A EAC 160Z or 170, or A GOG 102Z or 220.

**A EAC 471 (= A HIS 471; formerly A EAC/  
A HIS 398) Change in Medieval China (3)**

This course focuses on the dramatic change that China underwent between the 8<sup>th</sup> and the 14<sup>th</sup> centuries. We will examine this transformation from several historical perspectives: political history, economic history, social history, intellectual history, and cultural history in order to better understand China's shift from aristocratic to literati society. Only one version of A EAC 471 may be taken for credit. Prerequisite(s): A EAS 170, T EAS 105, A EAC 379, A HIS 177, 379, or permission of instructor.

**A EAC 497 Independent Study in Chinese (1–6)**

Projects in selected areas of Chinese studies, with regular progress reports. Supervised readings of texts in Chinese. May be repeated once for credit when content varies. Prerequisite(s): two 300 level Chinese courses or equivalent, or permission of instructor.

## Courses in East Asian Studies

**A EAS 103 Sources of East Asian Civilizations I (3)**

A basic introduction to the primary texts that have contributed to the formative cultural

foundations of Chinese and Korean civilizations. Readings will include the *Analects of Confucius*, the *Tao te ching*, and the *Journey to the West*.

**A EAS 104 Sources of East Asian Civilizations II (3)**

A basic introduction to the primary texts that have contributed to the formative cultural foundations of Korean and Japanese civilizations. Readings will include selections from the *Tale of Genji* and Basho's *Narrow Road to the Deep North*.

**T EAS 105 Traditional China and Its Modern Fate (3)**

This course introduces the major social, intellectual, and political components of pre-modern China and describes the changes to those components that have occurred in China since the beginning of the 20<sup>th</sup> century. Formerly A EAS 105H. Open to Honors College students only.

**A EAS 140 Introduction to East Asian Cinema (3)**

This course offers an introduction to East Asian cinema, with emphasis on movies produced in China and Japan. Lectures and class discussions will focus on the interpretation of cinematic texts, especially as they relate to cultural dynamics and social change.

**A EAS 177/177Z (= A HIS 177/177Z) East Asia: Its Culture and History (3–4)**

An introduction to the history and cultures of East Asia (China, Japan, and Korea), their major institutions and their religious and philosophical traditions from ancient times to the present. Only one version of A EAS 177 may be taken for credit.

**A EAS 190 Confucianism and the Samurai Ethic (3)**

This course will examine primary texts in translation from Confucius' *Analects* to 20<sup>th</sup> century political propaganda in an effort to trace the origins and evolution of the ideas that formed the samurai ethic in Japan. Course taught in English; no knowledge of Chinese or Japanese necessary.

**A EAS 220 Chinese and Japanese Calligraphy (3)**

Practical instruction in the artistic design and the different styles of written Chinese and Japanese with the traditional implements: brush, rice paper, ink plate and ink bar. Knowledge of Chinese or Japanese is not required.

**T EAS 250 China's Confucian Tradition (3)**

This course addresses the central philosophical and ethical issues in the Confucian tradition, a main source of East Asian cultural values. The emphasis will be on reading and discussing translations of primary sources, including the *Analects of Confucius*, the *Mencius*, excerpts from the other Confucian Classics and Confucianism's key interpreters in later centuries. Topics addressed will include human nature, the foundations of political life, ethical decision-making, and the Confucian vision of learning. Upon completion of the course, students will have an appreciation of both the richness of the tradition and the challenges it faces in adapting to the modern world. Open to Honors College students only.

**A EAS 260 (= A HIS 260) China in Revolution (3)**

This course examines China's four great 20<sup>th</sup> century revolutions: the 1911 Revolution, the 1949 Communist Revolution, the Great Proletarian Cultural Revolution, and the reforms of the 1980s and 1990s. Topics include authority and dissent, constituency mobilization, the relationship between urban and rural regions, and the changing nature of ideology in China. Only one version of A EAS 260 may be taken for credit.

**A EAS 261 (= A REL 261) Introduction to the Religions of Japan (3)**

An introduction to the major religious traditions of Japan, particularly Shinto and Buddhism, this course will cover the major forms of religious expression in Japanese history from the earliest historical records to the so-called New Religions which arose in the 20<sup>th</sup> century. Discussion will include the philosophical, artistic, social, and political dimensions of religion in Japanese society. Only one version of A EAS 261 may be taken for credit.

**A EAS 265 (= A REL 265) Introduction to Buddhism (3)**

This course is an introduction to Buddhism, covering its early history in South Asia, its expansion into Central, East, and Southeast Asia, and its recent growth in Europe and the Americas. Students will acquire a foundational knowledge about basic Buddhist doctrines and practices, as well as the diversity of Buddhism as a lived religion. Class content will focus on textual, artistic, philosophical, literary, social, and political expressions of the Buddhist tradition. Only one version of A EAS 265 may be taken for credit.

**A EAS 266 (= A REL 266) Buddhism in East Asia (3)**

This course is an introduction to the history and development of the Buddhist traditions of East Asia (China, Korea, Japan, Taiwan, Tibet, and Vietnam). Students will acquire a foundational knowledge of early Indian Buddhist doctrines and practices, as well as the pre-Buddhist Chinese religious and philosophical systems Confucianism and Daoism, so as to come to a critical understanding of the emergence of uniquely East Asian form of Buddhism. Class content will focus on textual, artistic, philosophical, literary, social, and political expressions of the Buddhist tradition in premodern and modern East Asia. Only one version of A EAS 266 may be taken for credit.

**A EAS 270 (= A WSS 270) Women in East Asian Literature (3)**

By examining literary pieces from China and Japan, this course will examine the constraints of patriarchy, vestiges of matriliney, functions served by portrayals of women, and treat questions such as: What can one deduce from early literary sources concerning women and their societies? Why do some people perceive gender related issues certain ways? and Why are women depicted certain ways? Conducted in English; no prior knowledge of the East Asian languages or cultures is required. Only one version of A EAS 270 and A WSS 270 may be taken for credit.

**A EAS 321Y (= A GOG 321Y & A LCS 321Y) Exploring the Multicultural City (3)**

This course will explore the human dimensions and implications of ethnic diversity in the United States, focusing on New York City. The course utilizes a variety of methods to introduce students to the multicultural city, beginning in the classroom but ending with fieldwork in a specific New York neighborhood. Only one version of A EAS 321Y may be taken for credit. Prerequisite(s): one of A GOG 102, 125, 160, 220, or 240.

**A EAS 345 (= A REL 345) Ethical Issues in East Asian Thought (3)**

This is a discussion course that looks at ethical issues of contemporary significance to the cultures of Asia. Students read contemporary academic discussions of how problems such as suicide, euthanasia, abortion, sexuality, cloning, etc. have been understood historically and in terms of contemporary social morality in India, China, Tibet, and Japan. Only one version of A EAS 345 may be taken for credit.

**A EAS 357 (= A REL 357) Zen Buddhism (3)**

An introduction to the religious, philosophical, and artistic tradition of Zen Buddhism in China, Korea, and Japan and the West. This course looks at the birth and subsequent historical evolution of the Zen or Ch'an school of Buddhism in East Asia. We will look at the intersection of Buddhist and Chinese presumptions about spirituality that gave rise to this unusual religious form, discussing precisely what is and is not iconoclastic about its tenets. The experience of American Zen communities will also be considered. Only one version of A EAS 357 may be taken for credit.

**A EAS 362/362Z (= A ECO 362/362Z) Economies of Japan and Korea (3)**

A study of the economic growth of Japan and Korea and of current issues facing these economies. Only one version of A EAS 362 may be taken for credit. Prerequisite(s): A ECO 110 and 111 or permission of instructor.

**A EAS 375 (= A HIS 375) Japan-Korea Relations: 1592 to the Present (3)**

This course explores Japan-Korea relations from the end of the 16<sup>th</sup> century to the present day. It proceeds chronologically to chart the evolving diplomatic relationship between the ruling families in Japan and Korea during the early modern period before then turning to examine Japan's colonial domination of Korea starting in the late 19<sup>th</sup> century and the postcolonial situation that has existed between Japan, North Korea, and South Korea since shortly after the end of World War II. Substantial attention will be placed on exploring issues of national identity, race, and imperialism as they relate to the interconnected histories of Japan and Korea as presented in this course. Only one version of A EAS 375 may be taken for credit. Prerequisite(s): A EAJ 170, A EAK 170, A HIS 177 or permission of instructor.

**A EAS 389 Topics in East Asian History, Literature, and Culture (3)**

This course will focus on a selected topic of traditional or modern East Asian literature, history, religion or culture for intensive study. May be repeated for credit when content varies. Prerequisite(s): junior or senior standing, or permission of instructor.

**A EAS 450 (= A REL 450; formerly A EAS/ A REL 393) Readings in Buddhist Texts (3)**

This is an advanced course in the study of Buddhism that will focus on the close reading of Buddhist scriptures in English translation. Prerequisite(s): A EAS 265, 266, or permission of instructor.

**A EAS 468 (= A HIS 468; formerly A EAS/ A HIS 399) Confucius and Confucianism (3)**

This course surveys the main texts and themes in the development of the Confucian tradition from its origins in China through its spread in Japan and Korea to its reemergence in contemporary East Asia. The emphasis is on the way that the tradition has responded to social conditions. Particular attention will be paid to the relationship between Confucian intellectuals and political power. The rivalry with other traditions (e.g. Taoism, Buddhism, Marxism, Liberalism, etc.) will also be considered. Only one version of A EAS 468 may be taken for credit. Prerequisite(s): A HIS 177, A EAS 103, 170, 190, A EAC 379, or permission of instructor.

**A EAS 475 (formerly A EAS 395) The History and Culture of Traditional Tibet (3)**

This course surveys the salient aspects of the culture and history of the Tibetan region. Topics of particular interest include the evolution of Tibetan social and political structures, the importance of Tibet's main religious traditions, and the distinctiveness of its artistic heritage (both visual and literary). Course materials include primary sources in English translation, scholarly works, and visual images. Prerequisite(s): any one of the following: A EAC 170, 379, 380; T EAS 105, A EAS 103, 262, 265, or permission of instructor.

**A EAS 478 (formerly A EAS 397) The Silk Road (3)**

The course examines the history of various land links between China and India, which are known collectively as "The Silk Road." Special attention is given to the transmission of ideas (Buddhism), art forms, and commercial goods along this route, especially during the heyday of the Silk Road from about 600 to 1000 AD. The many discoveries made by Western archeologists in Central Asia in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries are also considered, as well as issues related to their removal of Silk Road treasures to museums in Europe and around the world. Prerequisite(s): any one of the following: A EAC 170, 210, 211; A EAS 103, T EAS 105.

**A EAS 495 Colloquium in East Asian Studies (3)**

Directed readings and conferences involving several members of the faculty for students pursuing undergraduate honors in the Department of East Asian Studies. To be offered only when requested by students eligible for the honors

program. This course may be repeated once with the approval of the student's honors project adviser. Prerequisite(s): major in the department; junior or senior standing; acceptance into the Honors Program.

## Courses in Japanese Studies

### A EAJ 101 Elementary Japanese I (5)

Designed for the acquisition of a basic competence in modern standard Japanese in the areas of speaking, reading and writing. Format will be lecture with drill and discussion. Five class hours a week will be enhanced with a one-hour language lab. Not open to students with previous knowledge of the Japanese language.

### A EAJ 102 Elementary Japanese II (5)

Continuation of A EAJ 101. Aural comprehension, speaking, reading and writing will be emphasized. The format will be lecture with drill and discussion, and one hour in the language lab. Prerequisite(s): A EAJ 101 or permission of instructor.

### A EAJ 170 Japan: Its Culture and Heritage (3)

Survey of the essential elements of traditional Japanese civilization and their transformation in the post-Meiji era and 20<sup>th</sup> century. Focus on the development of basic Japanese social, political, and aesthetic ideas. Conducted in English; no knowledge of Japanese is required.

### A EAJ 201 Intermediate Japanese I (5)

Concentrates on the reading and analysis of language texts. A large amount of time is devoted to the understanding of Japanese grammar and oral practice. The format will be lecture with drill and discussion. Prerequisite(s): A EAJ 102 or permission of instructor.

### A EAJ 202 Intermediate Japanese II (5)

Continuation of A EAJ 201. The course will concentrate on the reading and analysis of language texts. A large amount of time is devoted to the understanding of Japanese grammar and oral practice. The format will be lecture with drill and discussion. Prerequisite(s): A EAJ 201 or permission of instructor.

### A EAJ 205X Japanese Studies Research and Bibliographic Methods (3)

This course will cover research and bibliographic methods in Japanese Studies. Students will learn how to navigate library catalogs and the Internet with specific emphasis on Japanese databases and resources. Students will also learn how to use reference materials, such as character dictionaries. Only one of A EAJ 205X, A EAC 205X, and A EAS 205X may be taken for credit. Prerequisite(s): one year or equivalent of Japanese.

### A EAJ 210 Survey of Traditional Japanese Literature (3)

This course presents a survey of the major works of traditional Japanese literature from the 9<sup>th</sup> to the 19<sup>th</sup> century, including the Tosa Journal, the Pillow Book, and Essays in Idleness. The course is conducted solely in English; knowledge of Japanese is not required.

### A EAJ 212/212Z Modern Japanese Literature in Translation (3)

Survey of prose literature in Japan from the Meiji Restoration (1868) to the present. Emphasis is placed on pre-war writers and their quest for modernity. Only one version of A EAJ 212 may be taken for credit.

### A EAJ 278 (= A HIS 278; formerly A EAJ 275) Japanese Pop Culture from Edo to the Present (3)

This course introduces some of the forms of "popular culture" prevalent in Japan from 1600 until the present day, with a strong emphasis on the social, economic and intellectual forces behind these major trends. This course, organized chronologically, offers a look at the many historical developments connected with popular forms of music, theater, film and comics, including the rise of a new urban print culture in the 17<sup>th</sup> century, the introduction of "Western" art forms such as motion pictures and jazz music in the 1920s, and the steady expansion of both domestic and international markets for Japanese film, music, and comics in the years since 1945. Conducted in English; no knowledge of Japanese is required. Only one version of A EAJ 278 may be taken for credit.

### A EAJ 301Y Advanced Japanese I (3)

Acquisition of complex structures through intensive oral/aural and reading/writing practice. Discussion, authentic written materials, videotapes and audiotapes are incorporated. Prerequisite(s): A EAJ 202 or equivalent.

### A EAJ 302Y Advanced Japanese II (3)

Acquisition of complex structures through intensive oral/aural and reading/writing practice. Discussion, authentic written materials, videotapes and audiotapes are incorporated. Prerequisite(s): A EAJ 301 or equivalent.

### A EAJ 384/384Z (= A HIS 384/384Z) History of Premodern Japan (3)

This course will cover Japanese history from prehistory through 1600. Focus will be on political and economic trends. Only one version of A EAJ 384 may be taken for credit. Prerequisite(s): junior or senior standing, or permission of instructor.

### A EAJ 385/385Z (= A HIS 385/385Z) History of Modern Japan (3)

This course is a survey of modern Japanese history. It covers the period from 1600 to the present day. The focus is on the interconnections between political, social, and intellectual history during Japan's emergence as a world power. Only one version of A EAJ 385 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in East Asian studies or history.

### A EAJ 389 Topics in Japanese Literature, History, and Culture (3)

This course will focus on a selected topic or major work of traditional or modern Japanese literature or history for intensive study. May be repeated for credit when content varies.

### A EAJ 405 Advanced Japanese Language Proficiency (3)

This course will provide a standard approach to advanced language materials with a particular focus on current usage and dynamic vocabulary. Students will work specifically on the reading and listening comprehension skills required in a Japanese university setting. Class conducted in Japanese and English. Not open to native speakers of Japanese. Prerequisite(s): A EAJ 302 or permission of instructor. S/U graded.

### A EAJ 410 Readings in Modern Japanese Literature (3)

This is an advanced course in Japanese language for students who have completed at least three years of college Japanese. The class will read selected passages from major works of modern Japanese literature. Lecture and discussion will be in Japanese. Prerequisite(s): A EAJ 302 or permission of instructor.

### A EAJ 411 Readings in Modern Japanese Literature (3)

This is a continuation of A EAJ 410. Class will read selected passages from major works of Japanese literature. Lecture and discussion will be in Japanese. Prerequisite(s): A EAJ 410 or permission of instructor.

### A EAJ 423 Practicum in Teaching Japanese (2)

This course is an introduction to the theory and practice of teaching Japanese as a foreign language, designed for those who contemplate a career teaching Japanese at the secondary or college level. Focus is on attaining practical experience through class observation and a supervised classroom practicum. Prerequisite(s): fluency in Japanese; permission of instructor. S/U graded.

### A EAJ 435 (formerly A EAJ 396) Meiji Literature in Translation (3)

This course will examine several works of Japanese prose literature (in translation) written during the Meiji Period (1868-1912). The works include an essay, novels, and short stories. Attention will be given to the question of modernity, the nature of the novel, and European influence on Japanese literature. No knowledge of Japanese required. Prerequisite(s): A EAJ 212 or permission of the instructor.

### A EAJ 436 (= A HIS 436) Fascism: Japan and Beyond (3)

This course explores the idea of "fascism" as a framework to analyze society. Taking Japan as a point of departure, we will investigate "fascism" in relation to political economy, intellectual production, and mass culture primarily in the Axis powers in the first half of the 20<sup>th</sup> century. Particular attention will be devoted to the importance of cross-regional interactions in developing ideas of bureaucracy and national mobilization, race and ethnicity, and systems of political participation. Prerequisite(s) A EAJ 385.

### A EAJ 437 History of Japanese Thought (3)

This course explores the field of "Japanese Thought" through a broad survey of texts written by (mostly) Japanese intellectuals, primarily in the modern era. A historical approach to



these texts will be taken, with an eye towards attempting to understand how different readers in different contexts tried to harness the power of “thought” in effecting change in their society. Prerequisite(s): A EAJ 385 or permission of instructor.

**A EAJ 438 (formerly A EAJ 391) World War II: The Japanese View (3)**

This course will examine several works of Japanese literature (in translation) written during and after World War II. The works include an essay, novels, short stories, a play, and poetry. Attention will be given to the question of how the Japanese perceived their role in the war, the nature of the war itself, and if these changed with the passing of time. Prerequisite(s): A EAJ 212 or permission of the instructor.

**A EAJ 460 (= A REL 460; formerly A EAS/ A REL 394) Readings in Japanese Religious Studies (3)**

This is an advanced course in the religious traditions of Japan. We will read English translations of religious texts native to the Japanese experience of religion, specifically Buddhist, Shinto, Confucian, and Folk. Prerequisite(s): one of the following: A EAJ 261, A EAS 266, 190, 357, or permission of instructor.

**A EAJ 497 Independent Study in Japanese (1–6)**

Projects in selected areas of Japanese studies, with regular progress reports; or supervised readings of texts in Japanese. May be repeated once for credit when content varies. Prerequisite(s): A EAJ 302 or permission of instructor.

**Courses in Korean Studies**

**A EAK 101 Elementary Korean I (5)**

An introduction to modern Korean, with emphasis on speaking, reading and writing. Format will include both lecture and drill sessions. Not open to students with any previous knowledge of the Korean language.

**A EAK 102 Elementary Korean II (5)**

Continuation of A EAK 101. Prerequisite(s): A EAK 101 or equivalent.

**A EAK 170 Korea: Its Culture and Heritage (3)**

Survey of the essential elements of traditional Korean civilization, early contacts with the West, and modern development. Focus on the evolution of basic Korean social, political, economic, and aesthetic ideas. Conducted in English; no knowledge of Korean is required.

**A EAK 201 Intermediate Korean I (5)**

Concentration on reading, writing, and speaking at the intermediate level. Emphasis on vocabulary drills, grammar exercises, and pattern practice. Prerequisite(s): A EAK 102 or equivalent.

**A EAK 202 Intermediate Korean II (5)**

Continuation of A EAK 201. Enhancement of reading, writing, and speaking skills will be emphasized. Students will also master several Korean proverbs. Prerequisite(s): A EAK 201 or equivalent.

**A EAK 301 Advanced Korean I (3)**

Acquisition of complex structures through intensive oral/aural and reading/writing practice. Discussion, authentic written materials, videotapes and audiotapes are incorporated. Prerequisite(s): A EAK 202 or equivalent.

**A EAK 302 Advanced Korean II (3)**

This course is a continuation of A EAK 301. Prerequisite(s): A EAK 301 or equivalent.

**A EAK 389 Topics in Korean Literature, History, and Culture (3)**

This course will focus on a selected topic or major work of traditional or modern Korean literature or history for intensive study. May be repeated for credit when content varies. Prerequisite(s): junior or senior standing, or permission of instructor.

**A EAK 497 Independent Study in Korean (1–6)**

Projects in selected areas of Korean studies, with regular progress reports; or supervised readings of texts in Korean. May be repeated once for credit if content varies. Prerequisite(s): two 300 level Korean courses or equivalent, or permission of instructor.

**Department of Economics**

**Faculty**

*Distinguished Professor*

Kajal Lahiri, Ph.D.  
University of Rochester

*Professors Emeriti*

Bruce Dieffenbach, Ph.D.  
Harvard University

Terrence W. Kinal, Ph.D.  
University of Minnesota

Irene Lurie, Ph.D.  
University of California, Berkeley

Thad W. Mirer, Ph.D.  
Yale University

Donald J. Reeb, Ph.D. (Collins Fellow)  
Syracuse University

*Professors*

Betty C. Daniel, Ph.D.  
University of North Carolina

Michael Jerison, Ph.D.  
University of Wisconsin

Hamilton Lankford, Ph.D.  
University of North Carolina,  
Chapel Hill

Adrian Masters, Ph.D.  
(Department Chair)

University of Pennsylvania

Michael J. Sattinger, Ph.D.  
Carnegie Mellon University

Hany A. Shawky, Ph.D.  
Ohio State University

Kwan Koo Yun, Ph.D.  
Stanford University

*Associate Professors*

Pinka Chatterji, Ph.D.  
Johns Hopkins University

Diane M. Dewar, Ph.D.

University at Albany  
Laurence J. Kranich, Ph.D.

University of Rochester  
Zhongwen Liang, Ph.D.

Texas A & M University  
Gerald Marschke, Ph.D.

University of Chicago  
Baris Yörük, Ph.D.

Boston College  
Rui Zhao, Ph.D.

University of Minnesota

*Assistant Professors*

Cuicui Chen, Ph.D.

Harvard University  
Benjamin Griffy, Ph.D.

University of California, Santa Barbara  
Ibrahim Gunay, Ph.D.

University of Michigan  
Chun-Yu Ho, Ph.D.

Boston University  
Ulrich Hounyo, Ph.D.

Université de Montréal  
Yue Li, Ph.D.

University of Pittsburgh  
Byoung Gun Park, Ph.D.

Yale University  
Huaming Peng, Ph.D.

Yale University  
Daiqiang Zhang, Ph.D.

Texas A&M University

*Lecturers*

Kenneth Bulko, J.D.

Albany Law School  
Lewis Segal, Ph.D.

Northwestern University

*Adjuncts (estimated): 16*

*Teaching Assistants (estimated): 3*

The major in economics is useful as training for employment in business, government, and nonprofit agencies and as preparation for further study at the graduate level. It is also an excellent undergraduate background for study in professional schools of law, accounting, business administration, public administration, public policy, social work, and others. The department also offers the M.A. and Ph.D. degrees in economics.

**Careers**

Graduates of the undergraduate economics program work as financial analysts, finance and credit officers for insurance companies and banks, economic analysts for corporations, policy and legislative fiscal analysts, and business officers for nonprofit and government organizations, as well as administrators and heads of businesses and government agencies.

## Admission

Students may not declare a major in economics until they have completed both A ECO 110 and 111 with grades of *C* or better. For exceptional circumstances, students who do not meet these requirements may appeal by written petition to the department chair. Appeals received by the first day of classes each semester will be evaluated before the final date for adding semester-length courses.

Transfer students who have not completed both A ECO 110 and 111, or their equivalents, with grades of *C* or better will not be formally admitted to the major when they enter the University. Transfer students who are not admitted, but who want to major in economics, may declare their intention to major in economics and will be advised by the department as intended majors for one semester. After satisfying the admission criteria, students may be admitted to the major.

## Degree Requirements for the Major in Economics

**General Program B.A.:** a minimum of 36 credits as follows: A ECO 110, 111, 300 or T ECO 300, 301 and 320; A MAT 101 or A ECO 210, or A MAT 106, or A MAT 111 or 112 or 118; and 18 additional credits in economics at the 300 level or above, one of which must have a suffix of *W* taken at the University. The courses A ECO 300 or T ECO 300, 301, and 320 must be taken at the University unless completed elsewhere prior to matriculation.

**General Program B.S.:** a minimum of 40 credits as follows: A ECO 110, 111, 300 or T ECO 300, 301, 320, and 420W; A MAT 111 or 112 or 118, A ECO 410 or A MAT 113 or 119; and 15 additional credits in economics at the 300 level or above, including at least 6 additional credits from among A ECO 400-489 or 499Z. The courses A ECO 300 or T ECO 300, 301, 320, 420W, and at least 6 credits from among A ECO 400-489 or 499Z that fulfill the additional credits requirement above must be taken at the University unless completed elsewhere prior to matriculation.

## Honors Program

The honors program is designed to provide capable and motivated students with a greater understanding of economics and to better prepare students for graduate and professional schools.

Students may apply to the honors program after completing any two of A ECO 300 or

T ECO 300, 301, and 320. To be accepted and to complete the program, the student must have an average of at least 3.40 in all courses applicable to the major and 3.25 in all courses taken at the University. Interested students should see the department's Director of Undergraduate Studies even before completing the required courses, for advice on choosing elective courses and on meeting the other requirements of the honors program.

The honors student must complete all requirements of the B.S. program in economics, including A ECO 499Z (the Senior Honors Research Seminar) as part of the program. In addition, the honors student must submit a senior honors thesis acceptable to the Economics Honors Committee.

A plan for the senior honors thesis normally arises from consultation with faculty concerning a suitable topic and method of inquiry. The student, with advice and consent of the Economics Honors Committee, will choose a faculty adviser who will assist the student in completing the thesis. Work on the thesis may begin in the junior year, but it must be completed while the student is enrolled in A ECO 499Z.

If all requirements stated above are met, the department will recommend that the student be awarded the B.S. degree with honors in economics.

## Combined Bachelor's/ Master's Program

A combined B.S./M.A. program in economics provides students of recognized academic ability and educational maturity the opportunity to fulfill integrated requirements for the undergraduate and graduate degrees. Also available is a combined program leading to a bachelor's degree (B.A. or B.S.) in Economics and a master's degree in Public Administration (M.P.A.). With careful planning, it is possible to earn both degrees in five years.

To qualify for the bachelor's degree (B.A. or B.S., as approved), students must meet all requirements for the undergraduate major and minor described previously, the minimum credit liberal arts and sciences requirement, the general education requirements, and the residency requirements. To qualify for the master's degree (M.A. or M.P.A.), students must meet all requirements as outlined in the Graduate Bulletin including the completion of required graduate credits and any other conditions such as a research seminar, thesis, comprehensive examination,

professional experience, and residence requirements. Up to 12 graduate credits may be applied simultaneously to the bachelor's and master's programs.

Students may be admitted to one of the combined degree programs at the beginning of their junior year, or after the successful completion of 56 credits. A grade point average of at least 3.20 (M.P.A.) and three supportive letters of recommendation from faculty are required. Students interested in learning more about the programs should contact the Director of Undergraduate Studies in the Department of Economics.

## Courses in Economics

### A ECO 110 Principles of Economics I: Microeconomics (3)

Analysis of supply and demand in markets for goods and markets for the factors of production. Study of various market structures, price determination in perfectly competitive and imperfectly competitive markets. May not be taken for credit by students with credit for A ECO 300. A ECO 110 and A ECO 111 must be completed with a *C* or better for the major in Economics. Prerequisite(s): plane geometry and intermediate algebra, or A MAT 100.

### A ECO 111 Principles of Economics II: Macroeconomics (3)

Examination of the institutional structure of an economic system. Analysis of aggregate economic activity, the determinants of the level, stability, and growth of national income, the role of monetary and fiscal policy. May not be taken for credit by students with credit for A ECO 301. A ECO 110 and A ECO 111 must be completed with a *C* or better for the major in Economics. Prerequisite(s): A ECO 110.

### A ECO 130 Developing Economies (3)

An interdisciplinary study of economic disparities among nations. Focus on underdevelopment and poverty, problems in agricultural and industrial development. Population growth and unemployment. Global interdependence and role of the United States. Global issues including debt crisis; privatization and deregulation; relationship with developed countries including the United States. May not be offered in 2018-2019.

### A ECO 202 The American Economy: Its Structure and Institutions (3)

Discussion of the historical development and current structure of the American economy. Using an interdisciplinary approach and without any technical/mathematical tools, major economic issues will be discussed, such as federal budget deficit, unemployment, poverty, family structure, welfare reforms, America in the world economy, immigration, and health reforms. May not be taken for credit by students with credit for A ECO 110 or 111. May not be offered in 2018-2019.

**A ECO 210 Tools of Economics (3)**

Introduction to some of the basic mathematical tools used in economics, including the construction and comprehension of simple graphs, as well as some of the economist's conceptual tools, including marginal analysis, national income analysis, supply and demand. May not be taken for credit by students with credit for A MAT 101, 106, 111, 112, 118, or equivalent.

**A ECO 280/280Z Current Topics in Economics (3)**

Examines current topics in economics; topics vary from time to time. Only one version of A ECO 280 may be taken for credit. May not be offered in 2018-2019.

**A ECO 300 Intermediate Microeconomics (3)**

Introduction to price theory, distribution theory, and market structure analysis. Relevance of economic theory in production and consumption decisions. Only one of A ECO 300 or T ECO 300 may be taken for credit. Prerequisite(s): A ECO 110 with grade of C or better; A ECO 111; and A ECO 210 or A MAT 101, or 106, or 111 or 112 or 118.

**T ECO 300 Honors Intermediate Microeconomics (3)**

This course provides an advanced introduction to intermediate level microeconomics. Topics that will be covered include price theory, distribution theory, and market structure analysis. Relevance of economic theory in production and consumption decisions will also be discussed. Only one of A ECO 300 or T ECO 300 may be taken for credit. Prerequisite(s): A ECO 110 with grade of C or better; A ECO 111; and A ECO 210 or A MAT 101, or 106, or 111 or 112 or 118. Open to Honors College students only.

**A ECO 301 Intermediate Macroeconomics (3)**

Theoretical and empirical analysis of aggregate output and employment, the average price level, and interest rates. Applications include long-run growth, business cycles, and fiscal and monetary policy. Prerequisite(s): A ECO 110; A ECO 111 with grade of C or better; A ECO 210 or A MAT 101, or 106, or 111 or 112 or 118.

**A ECO 312/312Z Development of the American Economy (3)**

Study of American economic institutions from the early 19<sup>th</sup> century to the present. Employs statistical methods and both micro and macro theoretical constructs. Only one version of A ECO 312 may be taken for credit. Prerequisite(s): A ECO 110 and 111. May not be offered in 2018-2019.

**A ECO 313/313Z Development of the European Economy (3)**

Economic change in modern European societies. Comparative study of the growth of various European countries emphasizing the variables associated with development: population, technology, capital formation, output, resources, and income distribution. Only one version of A ECO 313 may be taken for credit. Prerequisite(s): A ECO 110 and 111. May not be offered in 2018-2019.

**A ECO 314/314Z History of Economic Thought (3)**

The evolution of modern economics with emphasis on the contributions of such writers as Smith, Malthus, Ricardo, Mill, Marx, Marshall and Keynes. The turn of events that motivated the construction of the main body of economic knowledge is also examined. Only one version of A ECO 314 may be taken for credit. Prerequisite(s): A ECO 300.

**A ECO 320 Economic Statistics (3)**

Statistical techniques in economic analysis. Topics include distribution theory and statistical inference as applied to regression models. Students gain experience in testing economic theories using a computer regression package. Prerequisite(s): A ECO 110 and 111; A ECO 210 or A MAT 101, or 106, or 111 or 112 or 118.

**A ECO 330/330W Economics of Development (3)**

Introduction to the analysis of economic growth and development. Historical, descriptive, and analytical approaches to the problems of fostering economic growth. Consideration of alternative theories of the causes and problems of underdevelopment. Only one version of A ECO 330 may be taken for credit. Prerequisite(s): A ECO 110 and 111.

**A ECO 341/341W Urban Economics (3)**

Analysis of the city-metropolis and the economic forces which condition its growth pattern and allocation of scarce resources. The public sector, especially local government, is examined in its role of solving the problems of inadequate jobs, housing, education, and other services. Only one version of A ECO 341 may be taken for credit. Prerequisite(s): A ECO 110 and A ECO 111.

**A ECO 350 Money and Banking (3)**

The principles of money, commercial banking, and central banking; an elementary consideration of issues of monetary policy and financial markets. Prerequisite(s): A ECO 110 and 111.

**A ECO 351 (= A MAT 301) Theory of Interest (3)**

The basic measures of interest, annuities, sinking funds, amortization schedules, bonds, and installment loans. Recommended as preparation for Actuarial Society exam FM. Only one version of A ECO 351 may be taken for credit. Prerequisite(s): A MAT 113.

**A ECO 355/355W Public Finance (3)**

Introduction to the financial problems of governments: public expenditures, basic kinds of taxes and tax systems, grants-in-aid, public borrowing, debt management, and fiscal policy. Only one version of A ECO 355 may be taken for credit. Prerequisite(s): A ECO 110 and 111.

**A ECO 356/356Z State and Local Finance (3)**

Problems of financing state and local government within the context of a federal system. Relevance and limits of fiscal theory for state and local government tax and expenditure policy. Only one version of A ECO 356 may be taken for credit. Prerequisite(s): A ECO 110 and 111.

**A ECO 360 International Economic Relations (3)**

The development of international trade and trade theory since mercantilism; international financial institutions, the foreign exchange market, and the problems of international balance of payments and international liquidity. Prerequisite(s): A ECO 110 and 111.

**A ECO 361 (= A LCS 361) Development of the Latin American Economy (3)**

Economic change in Latin American societies. Comparative study of the growth of various Latin American countries emphasizing the variables associated with development: population, technology, capital information, output, resources and income distribution. Only one version of A ECO 361 may be taken for credit. Prerequisite(s): A ECO 110 and 111.

**A ECO 362/362Z (= A EAS 362/362Z) Economies of Japan and Korea (3)**

A study of the economic growth of Japan and Korea and of current issues facing these economies. Only one version of A ECO 362 may be taken for credit. Prerequisite(s): A ECO 110 and 111 or permission of instructor.

**A ECO 364 (= A EAC 364) China's Economic History (3)**

This course focuses on the development of the Chinese economy from its Neolithic period to economic reform in the twenty-first century. The goal is to understand the dynamics that produced distinctive patterns in the evolution of China's economy. At the same time, students will understand how a grasp of basic economic concepts can illuminate China's broader historical experience. Topics of special interest include the relationship between technological innovation and economic life, distinctive forms of economic organization in China, the impact of government policy on the private economy, China's experiment with state socialism, and the emergence of the so-called "socialist market economy."

**A ECO 370/370W/370Z Economics of Labor (3)**

Study of wage theories and wage structures; wage-cost-price interaction; and wage, supply, and employment relationships. Only one version of A ECO 370 may be taken for credit. Prerequisite(s): A ECO 110 and 111.

**A ECO 371/371W The Distribution of Income and Wealth (3)**

Theoretical, empirical, and institutional analysis of the distribution of income and wealth, including policies and programs designed to affect these distributions. Only one version of A ECO 371 may be taken for credit. Prerequisite(s): A ECO 110 and 111.

**A ECO 374/374W Industrial Organization (3)**

Relationship between market structure, economic efficiency, and social welfare. Consequences of competition, monopoly, and business practices including collusion, horizontal mergers and dominant firms. Discussion of policy implications using antitrust cases. May not be taken for credit by students with credit

for A ECO 474 or equivalent. Only one version of A ECO 374 may be taken for credit. Prerequisite(s): A ECO 300.

### **A ECO 380/380Z Contemporary Economic Issues (3)**

An introductory discussion of selected economic issues of current importance. The course will focus on different economic problems each term. May be repeated up to 6 credits when content varies. Prerequisite(s): A ECO 110 and 111.

### **A ECO 381 (= H HPM 381 & H SPH 381) Economics of Health Care (3)**

Economics concepts are used to explain the nature of demand and supply in the health care field. The behavior of consumers and health care providers is examined from an economic perspective. Areas of market failures and the rationale for government intervention are also described. Only one version of A ECO 381 may be taken for credit. Prerequisite(s): A ECO 300 or permission of the instructor.

### **A ECO 383/383W Economics of Law (3)**

The application of economic concepts such as efficiency, externalities, and trade-offs to the analysis of common law, crime and punishment, product safety laws, and other legal interventions in market and non-market behavior. Only one version of A ECO 383 may be taken for credit. Prerequisite(s): A ECO 300.

### **A ECO 385/385Z Environmental Economics (3)**

Environmental pollution; social costs; population control; zoning; economics of public health; conservation of endangered species, natural wonders, and artifacts; natural resource exhaustion; and the end of progress hypothesis are examined and analyzed. Only one version of A ECO 385 may be taken for credit. Prerequisite(s): A ECO 110 and 111.

### **A ECO 398W Discourse in Economics (1)**

This course provides undergraduate majors in economics the opportunity to develop and practice the oral communication and writing skills that are needed to participate in debate and discussion and that serve to sharpen their critical thinking and understanding of economics. This course can be taken only while simultaneously enrolled in a designated 300 or 400 level companion course in economics, which will be the focus of the oral and written discourse. A student who withdraws from the companion course, but not from this course, will receive an unsatisfactory grade. Prerequisite(s): declared economics major, concurrent registration in a designated 300 or 400 level economics course, permission of department. *S/U* graded. May not be offered in 2018-2019.

### **A ECO 401 Macroeconomic Modeling, Forecasting, and Policy Analysis (3)**

Introduction to the construction and use of econometric macro models, including theoretical specification, statistical estimation and validation; the structure of large-scale macro models; forecasting and policy analysis; critiques of current macroeconomic modeling. Prerequisite(s): A ECO 300, 301, and 320. May not be offered in 2018-2019.

### **A ECO 405 Game Theory (3)**

Study of the strategic interaction among rational agents. Development of the basic analytical tools of game theory, including simultaneous and sequential move games, games with incomplete information, and alternative equilibrium concepts. Applications in fields such as industrial organization, public economics, international trade, and voting. Prerequisite(s): A ECO 300; A ECO 320 (or B ITM 220 or A MAT 108) or permission of instructor.

### **A ECO 410 Mathematics for Economists (3)**

Techniques of differentiation, integration, differential equations, difference equations, and linear algebra as used in economic analysis. Prerequisite(s): A ECO 300 and 301.

### **A ECO 420/420W/420Z Applied Econometrics (3)**

Application of regression to a problem chosen by the student. Some general discussion of data sources, the derivation of index numbers and other problems that might be encountered in estimating economic relations. Emphasis is on class presentation and analysis of student projects. Only one version of A ECO 420 may be taken for credit. Prerequisite(s): A ECO 320.

### **A ECO 427 Computer Applications in Economics (3)**

Introduction to computer use and applications in economics, econometrics, and data analysis. Applications may include spreadsheet software such as Excel and statistical software such as SAS. Prerequisite(s): A ECO 320. May not be offered in 2018-2019.

### **A ECO 445 International Trade (3)**

Theoretical, institutional, and empirical characteristics of trade and capital movements between nations. Review of the pure theories of comparative advantage, gains from trade, commercial policy, and resource transfers. Brief review of modern balance of payments theory and policy question. Prerequisite(s): A ECO 300 and 301.

### **A ECO 446 International Macroeconomics (3)**

The foreign exchange market and international payments are described and analyzed. Emphasis is placed on analyzing the implications of flexible and fixed exchange rate regimes for the stabilization of price levels and employment in small and large countries. Proposals for exchange management and reform of the international monetary system are evaluated. Prerequisite(s): A ECO 110, 111, and 301.

### **A ECO 455/455Z Public Microeconomics (3)**

Microeconomic analysis of the role of the public sector in resource allocation within a market economy: theory of market failures, alternative corrective measures for market failures, public choice theory, partial and general equilibrium analyses of major taxes, and welfare-based public investment criteria. Only one version of A ECO 455 may be taken for credit. Prerequisite(s): A ECO 300 and 355 or permission of instructor.

### **A ECO 466/466W Financial Economics (3)**

Financial markets, efficient-market theory, financial panics, choice under uncertainty, risk aversion, portfolio choice, capital-asset pricing model, futures, options, flow of funds, saving

and investment, financing economic development, government debt, international debt, term structure of interest rates, interest rate forecasting. Only one version of A ECO 466 may be taken for credit. Prerequisite(s): A ECO 301 or 350.

### **A ECO 471 Advanced Labor Economics (3)**

This course provides an up-to-date overview of the labor market. While the benchmark competitive market model is discussed, the main focus is on the mechanisms that prevent the labor market from being competitive. At the micro level, the course addresses wage formation through bargaining and contract analysis. At the macro-level the course addresses wage dispersion and unemployment. The course will incorporate the latest theoretical models on each of the topics covered and discuss their empirical validity. This course will include a term paper which will provide an opportunity to explore some area of the syllabus in more depth. Prerequisite(s): A ECO 300, A ECO 301 and an introductory statistics class (A ECO 320 or equivalent). A prior course in labor economics will be helpful but not required. May not be offered in 2018-2019.

### **A ECO 474 Industrial Organization (3)**

Relationship between market structure, behavior of the firm, economic performance, and analysis of U.S. antitrust activities. Prerequisite(s): A ECO 300.

### **A ECO 475 Managerial Economics (3)**

Application of economic concepts to the decision making of the firm. Topics may include market and demand analysis, risk and uncertainty, pricing, production, investment decisions, and capital budgeting. Prerequisite(s): A ECO 300 and 320, or permission of instructor.

### **A ECO 480/480Z Topics in Economics (3)**

Detailed analysis of specific topics in economics. Topics may vary from semester to semester. May be repeated up to 6 credits when content varies. Prerequisite(s): A ECO 300, 301, and 320; permission of instructor.

### **A ECO 495 Economics Practicum (3)**

This course provides undergraduate majors in economics the opportunity to work as a teaching aide and facilitator to faculty teaching the introductory courses in economics. Meetings with students enrolled in the introductory course are scheduled weekly. Prerequisite(s): major in economics; a grade of *B* or higher in A ECO 300 and 301; and permission of instructor. *S/U* graded. May not be offered in 2018-2019.

### **A ECO 496 Economics Internship (3)**

Economics Internship requires active participation in economic research outside the University, together with senior standing as an economics major. May be taken only once for credit. Internships are open only to qualified seniors who have an overall grade point average of 2.50 or higher. Permission of instructor is required. *S/U* graded.

**A ECO 497/497Z Independent Study and Research (3)**

Student-initiated research project under faculty guidance. May be repeated for credit up to a total of 6 credits with permission of department. Prerequisite(s): A ECO 300, 301 and 320; a B average or higher in all economic courses attempted.

**A ECO 499Z (formerly A ECO 499) Senior Honors Research Seminar (3)**

Senior seminar, in which a substantial "senior thesis" is prepared by an honors candidate under the supervision of a faculty adviser. Students present oral and/or written progress reports on their ongoing research and read, discuss, and criticize each other's work. The former A ECO 499 does not yield writing intensive credit. Prerequisite(s): admission to the honors program and A ECO 420.

## Department of English

### Faculty

*Distinguished Professor*

Ronald Bosco, Ph.D. (Collins Fellow)  
University of Maryland

*Distinguished Teaching Professor*

Jeffrey Berman, Ph.D.  
Cornell University

*Distinguished Teaching Professors Emeritus/a*

Judith Fetterley, Ph.D. (Collins Fellow)

Indiana University  
Eugene K. Garber, Ph.D.  
University of Iowa

Stephen North, D.A. (Collins Fellow)  
University at Albany

*Professors Emeriti/ae*

Judith E. Barlow, Ph.D. (Collins Fellow)  
University of Pennsylvania

Donald J. Byrd, Ph.D.  
University of Kansas  
Frances Colby Allee, Ph.D.

Johns Hopkins University  
Randall T. Craig, Ph.D. (Collins Fellow)

University of Wisconsin, Madison  
Lydia Davis, B.A. (Writer in Residence)  
Barnard College

Robert A. Donovan, Ph.D.  
Washington University  
Teresa Ebert, Ph.D.

University of Minnesota  
Judith E. Johnson, B.A.  
Barnard College

Pierre Joris, Ph.D.  
Binghamton University  
Eugene Mirabelli, Ph.D.

Harvard University  
Daniel W. Odell, Ph.D.  
Cornell University

Marjorie Pryse, Ph.D.  
University of California, Santa Cruz

Martha T. Rozett, Ph.D. (Collins Fellow)  
University of Michigan

Harry C. Staley, Ph.D.  
University of Pennsylvania

*Professors*

Thomas Bass, Ph.D.  
University of California, Santa Cruz

Thomas D. Cohen, Ph.D.  
Yale University

Glynn Griffith, Ph.D.  
University of the West Indies, Mona

Michael Hill, Ph.D.  
Stony Brook University

William Kennedy, B.A.  
Siena College

Charles Shepherdson, Ph.D.  
(Department Chair)  
Vanderbilt University

Lynne Tillman, B.A.  
(Writer in Residence)  
Hunter College

*Associate Professors Emeriti/ae*

Langdon Brown, Ph.D.

Cornell University  
Lana Cable, Ph.D.

Johns Hopkins University  
Richard M. Goldman, Ph.D.

Indiana University  
Edward M. Jennings, Ph.D.

University of Wisconsin  
Rudolph L. Nelson, Ph.D.

Brown University  
Frederick E. Silva, Ph.D.

Indiana University  
Donald B. Stauffer, Ph.D.

Indiana University  
Carolyn Yalkut, Ph.D.

University of Denver

*Associate Professors*

Richard A. Barney, Ph.D.  
University of Virginia

Bret Benjamin, Ph.D.  
University of Texas at Austin

Helen Regueiro Elam, Ph.D.  
Brown University

Eric Keenaghan, Ph.D.  
Temple University

Kir Kuiken, Ph.D.  
University of California, Irvine

James Lilley, Ph.D.  
Princeton University

Ineke Murakami, Ph.D.  
University of Notre Dame

Helene E. Scheck, Ph.D.  
Binghamton University

Edward L. Schwarzschild, Ph.D.  
Washington University

Paul Stasi, Ph.D.  
University of California, Berkeley

Laura Wilder, Ph.D.  
University of Texas at Austin

Robert P. Yagelski, Ph.D.  
Ohio State University

*Visiting Associate Professor*

Mary Valentis, Ph.D.  
University at Albany

*Assistant Professor Emeritus*

George S. Hastings, Ph.D.  
University of Pennsylvania

*Assistant Professors*

Erica Fretwell, Ph.D.  
Duke University

Aashish Kaul, D.A.  
The University of Sydney

Michael Leong, Ph.D.  
Rutgers University

Wendy Roberts, Ph.D.  
Northwestern University

Laura Tetreault, Ph.D.  
University of Louisville

*Full-Time Lecturer*

Jill Hanifan, D.A.  
University at Albany

*Teaching Assistants (estimated): 20*

## Curriculum

The curriculum of the Department of English is designed to aid students to write effectively, to read critically, and to acquire a sense of the development of literature written in English and of its relation to society. English majors also have the option of applying for admission to the honors program. Students planning to take the GRE for graduate study in English are strongly urged to include course work in pre-1800 British and American literature. All English majors are strongly encouraged to study at least one foreign language. Students may count up to 3 credits toward their English electives from the list of Approved Courses for English Electives. The Department also offers a minor in English and a minor in Creative Writing. See Minors section of this bulletin for requirements for each program.

## Careers for the English Majors

The major in English prepares students for any field of work that requires a broad liberal education with special strength in language, critical analysis, and research. English graduates find careers in theatre and film, government, counseling, broadcasting, public policy and administration, banking, retailing and manufacturing, as well as writing, editing, publishing, teaching, advertising, and public relations. The English major is also excellent preparation for advanced study in such professional graduate programs as law, medicine, librarianship, social welfare, theology, and education.

## Degree Requirements for the Major in English (36 credits)

- 9 credits from required courses: A ENG 205Z, 210, 305V
- 6 credits from the following literature surveys: A ENG 261, 291, 292, 295, or 297
- 3 credits from 200 to 400 level courses\*
- 12 credits from 300 to 400 level courses
- 6 credits from 400 level courses

\*Students may count 3 credits of approved coursework from other departments from the list below toward the 200 to 400 level requirement.

## Course Progression Restrictions

A grade of C or higher in A ENG 210 is required in order to register for most 400 level courses in English. Completion of A ENG 305V, or permission of instructor, is required for most 400 level courses.

Mentorship: English majors are expected to meet with their faculty mentors, assigned by the English Undergraduate Advisement Office, to discuss academic and career goals at least once prior to the start of senior year.

## Honors Program in English

The honors program in English is designed to promote intellectual exchange and community among able English majors and to prepare them to do independent work. Students who successfully complete the program earn an Honors Certificate in English and, if they meet University GPA requirements, are eligible for a nomination to graduate from the University with "Honors in English."

Admission to the honors program is selective, based primarily on the evaluation of a critical writing sample and secondarily on instructor recommendations. Only declared English majors or English double majors are eligible to apply. One normally applies in the spring semester of sophomore year, but students can apply through the spring semester of junior year. Transfer students may apply upon acceptance to the University and declaration of the English major. An applicant is recommended to have a 3.25 cumulative GPA and a 3.50 GPA in the English major. When applying, students should have completed already, or will complete by the end of that semester, 12 credits that count toward the English major, including A ENG 205Z and A ENG 210. A ENG 305V also is recommended.

Those who plan to write a creative thesis should have taken A ENG 302W (or 302Z) and/or A ENG 402Z. Alternately, they should be involved with an on-campus writing community, such as editing a student-run creative writing magazine or interning at a professional literary or cultural magazine sponsored by the English Department or elsewhere at the University. They also are encouraged to submit, in addition to a critical essay, a short creative writing sample.

Faculty members on the departmental Honors Committee review applications and decide on admissions. When appropriate for individual cases, they may waive any of the above entry requirements and recommendations.

While students are registered for the English honors sequence courses, the Honors Director monitors their progress through regular meetings with the students and, during the thesis year, through communications with each student's project advisor. A student can be disallowed from continuing in the program if the Honors Director and/or the student's thesis advisor judge his or her performance in A ENG 399Z and/or A ENG 498 to fall short of the program's expectations. Similarly, if a student's performance in his or her other English courses suffers, he or she might be dismissed from the program so as to be able to remediate the situation and be better able to graduate successfully. Any student who leaves or is dismissed from the honors program is held responsible for the English major requirements.

The English faculty member supervising the independent project evaluates the honors thesis, usually researched and written during the senior year. A second reader from the English Department or from another academic unit at the University supplies additional guidance and/or feedback about the thesis in the late stages of its development. Conferring with the Honors Director, the project advisor and second reader assign a letter grade (A–E) for A ENG 499 that evaluates the end product of the thesis research, while also considering other variables in the year-long project, such as: the student's intellectual development, the student's self-motivated performance in an independent study scenario, the student's regular and timely consultation with supervisors, and the student's public presentations or publication of project-related research and writing. Upon students' completion of program requirements, the Honors Committee recommends eligible candidates for a BA degree with "Honors in English."

## Degree Requirements for Honors in English (37 credits)\*

- 9 credits from major core courses: A ENG 205Z, 210, 305V
- 10 credits from required courses: A ENG 399Z\*\*, 498, 499
- 6 credits from the following literature surveys: A ENG 261, 291, 292, 295, or 297
- 3 credits from 200 to 400 level courses\*\*\*
- 9 credits from 300 to 400 level courses

\*For students who matriculated into the University before Fall 2015, the degree requirements for Honors in English are determined by the appropriate Bulletin year.

\*\*With advisement from the Honors Director and the thesis advisor, during the thesis-writing year an English Honors student can substitute A ENG 399Z with a 400-level course, preferably (if available) a course that is relevant to his or her project.

\*\*\*An English Honors student may count 3 credits of approved coursework from other departments specified in the list below toward the 200- to 400-level major elective requirement.

To graduate with "Honors in English" a student must complete the program course sequence (or approved substitutions), as well as conclude his or her undergraduate studies with a minimum grade point average of 3.50 in the English major and a minimum 3.25 cumulative GPA. If one graduates with the distinction of "Honors in English," and completes the degree requirements specified above, the regular requirements of the English major are waived. If a student does not meet mandated GPA minimums at the time of graduation, he or she is responsible for the usual English major requirements but can count the honors sequence courses toward elective credits in the English major.

## Combined B.A./M.A. Program

The combined B.A./M.A. program in English provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of the undergraduate and master's degree programs from the beginning of their junior year.

The combined program requires a minimum of 140 credits, of which at least 30 must be graduate credits. In qualifying for the B.A., students must meet all university and college requirements, including the

requirements of the undergraduate major described previously, the minor requirements, the minimum 90 credit liberal arts and sciences requirement, the general education requirements, and residency requirements. In qualifying for the M.A., students must meet all university and college requirements as outlined in the Graduate Bulletin, including completion of a minimum of 30 graduate credits and any other conditions such as a research seminar, thesis, comprehensive examination, professional experience, and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.A. programs.

Students may be admitted to the combined degree program at the beginning of their junior year, or after the successful completion of 56 credits. A cumulative grade point average of 3.20 or higher and three letters of recommendation from faculty are required for consideration. Students will be admitted upon the recommendation of the Graduate Admissions Committee of the department.

### **Combined B.A./M.A. in English/Liberal Studies Program**

The combined B.A./M.A. in English/Liberal Studies provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of the undergraduate and master's degree programs from the beginning of their junior year.

The combined B.A./M.A. in English/Liberal Studies program requires a minimum of 140 credits, of which at least 30 must be graduate credits. In qualifying for the B.A., students must meet all university and college requirements, including the requirements of the undergraduate major described previously, the minor requirements, the minimum 90 credit liberal arts and sciences requirement, the general education requirements, and residency requirements. In qualifying for the M.A. in English/Liberal Studies, students must meet all university and college requirements as outlined in the Graduate Bulletin, including a minimum of 30 graduate credits and any other conditions such as a research seminar, thesis, comprehensive examination, and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.A. and the M.A. in English/Liberal Studies Programs.

### **Approved Courses for English Electives**

Students may count 3 credits toward their 200 to 400 level English electives from the following list of courses. Prerequisites for individual courses follow in parentheses.

#### **Africana Studies**

- A AFS 340 The Black Essay
- A AFS 345 The Black Novel: Black Perspectives
- A AFS 355Z Introduction to African-American Poetry
- A AFS 375 Black Popular Culture

#### **Anthropology**

- A ANT 343 Native American Literature
- A ANT 360 Social Anthropology
- A ANT 363 Ethnology of Religion
- A ANT 381 Anthropology of Gender
- A ANT 390 Ethnological Theory

#### **East Asian Studies**

- A EAC 210 Survey of Chinese Literature in Translation I
- A EAC 211 Survey of Chinese Literature in Translation II
- A EAC 212 Modern Chinese Literature in Translation
- A EAC 420 Classical Chinese Poetry
- A EAC 430 Chinese Travel Literature
- A EAJ 210 Survey of Traditional Japanese Literature
- A EAJ 212 Modern Japanese Literature in Translation
- A EAJ 435 Meiji Literature in Translation
- A EAS 270 Women in East Asian Literature

#### **Judaic Studies**

- A JST 360 Bearing Witness: Holocaust Diaries and Memoirs
- A JST 373 The Arab in Israeli Literature

#### **Languages, Literatures and Cultures**

- A FRE 202 French Literature
- A FRE 208 Haiti Through Literature and Film
- A FRE 238 Great Classics of French Cinema
- A FRE 281 French Canada Through Film and Literature
- A FRE 315 Introduction to French Cinema (A FRE 241Z)
- A FRE 338 French Cinema and Society (junior or senior class standing or permission)
- A FRE 415 French Cinema and Society (A FRE 341Z and 340Z)
- A FRE 430 Translation (A FRE 341Z and 340Z)

- A FRE 481 Francophone Cultures (A FRE 341)
- A ITA 313 Throughout the Ages: Gender, Ideas, and Writing in Italy from 1100 to 1900
- A ITA 315 Italian Civilization: Etruscans to Galileo
- A ITA 316 Contemporary Italy: Unification to Present
- A ITA 318 Italian Cinema and Literature
- A ITA 441 Women, Men, Love, and Politics of the Italian Renaissance (A ITA 313 or permission)
- A RUS 251 Masterpieces of 19<sup>th</sup> Century Russian Literature
- A RUS 252 Masterpieces of 20<sup>th</sup> Century Russian Literature
- A RUS 253 Contemporary Russian Literature
- A RUS 280 Soviet and Russian Cinema
- A SPN 311 Hispanic Literature Through the Golden Age (A SPN 223)
- A SPN 316 Representative Spanish-American Authors (A SPN 223)
- A SPN 318 Topics in Hispanic Film (A SPN 223 or permission of instructor)
- A SPN 320 20<sup>th</sup> Century Spanish-American Literature (A SPN 223)
- A SPN 325 The Hispanic Short Story (A SPN 223)
- A SPN 326 Spanish-American Poetry and Theatre (A SPN 223)
- A SPN 333 Hispanic Literature in Translation
- A SPN 414 Literature of the Hispanic Caribbean (A SPN 223)
- A SPN 418 Hispanic Cinema and Literature (A SPN 223)
- A SPN 446 Literature and Human Rights (A SPN 312 and 316)
- A SPN 481 The Generation of '98 (A SPN 312)

#### **Latin American, Caribbean, and U.S. Latino Studies**

- A LCS 316 Representative Spanish-American Authors (A SPN 223)
- A LCS 318 Introduction to Brazilian Cinema
- A LCS 319 20<sup>th</sup> Century Spanish-American Literature
- A LCS 326 Spanish-American Poetry and Theatre
- A LCS 414 Literature of the Hispanic Caribbean
- A LCS 415 Los Latinos en EE.UU: Historia, Cultura, y Literatura

#### **Theatre Studies**

- A THR 228 Voices of Diversity in Contemporary American Theatre and Drama
- A THR 230 Great Drama on Film and Video

A THR 450 Directing  
A THR 456Z Seminar in Dramatic  
Literature

### Women's Studies

A WSS 202 Introduction to LGBTQ  
Studies  
A WSS 220 Introduction to Feminist  
Theory  
A WSS 240 Classism, Racism, Sexism:  
Issues  
A WSS 270 Women in East Asian  
Literature  
A WSS 281 Women and the Media  
A WSS 450 Literature of Feminism:  
An Interdisciplinary Seminar  
A WSS 465 Feminist Theory

### Courses in English

**A ENG 100Z Introduction to Analytical Writing (3)**  
Introduction to the skills necessary for clear, effective communication of ideas through careful attention to the writing process, critical analysis, and argumentation. The course emphasizes a variety of rhetorical practices. This course does not fulfill the A ENG 110Z or U UNI 110 Writing and Critical Inquiry requirement and is offered to UHS students only.

**A ENG 102Z Introduction to Creative Writing (3)**  
Introductory course in creative writing. Practice in the writing of multiple genres and forms, such as poetry, fiction, creative nonfiction, memoir, drama, and other literary forms. Only one version of A ENG 102Z may be taken for credit. Prerequisite(s): open to freshmen, sophomores, and Creative Writing minors only.

**T ENG 102Z Introduction to Creative Writing (3)**  
Introductory course in creative writing. Practice in the writing of multiple genres and forms, such as poetry, fiction, creative nonfiction, memoir, drama, and other literary forms. T ENG 102Z is the honors version of A ENG 102Z. Only one version may be taken for credit. Prerequisite(s): open to freshmen, sophomores, Creative Writing minors, and Honors College students only.

**A ENG 106 Topics in English Studies (3)**  
Exploration of a single common theme, form, or mode through a variety of texts with the goal of introducing the study of literature within a specific cultural context. Examples include "Introduction to African-American Literature" or "Introduction to Latino/a Literature." Course objectives include the development of students' abilities to identify important texts and figures within a specific literary context and to analyze key themes and formal innovations within this context. May be repeated once for credit when content varies. This course is intended primarily for the University in the High School Program.

**A ENG 110Z Writing and Critical Inquiry in the Humanities (3)**  
Introduction to the practice and study of writing as the vehicle for academic inquiry in the Humanities at the college level. Students will

learn the skills necessary for clear, effective communication of ideas through careful attention to the writing process and the examination of a variety of rhetorical and critical practices. Only one of T UNI 110, U UNI 110, or A ENG 110 may be taken for credit. Must be completed with a grade of C or better or S to meet the Writing and Critical Inquiry or Writing Intensive requirements.

**A ENG 121 Reading Literature (3)**  
Introduction to reading literature, with emphasis on developing critical skills and reading strategies through the study of a variety of genres, themes, historical periods, and national literatures. Recommended for first and second year non-English majors.

**A ENG 144 Reading Shakespeare (3)**  
Introduction to Shakespeare, with emphasis on developing critical skills and reading strategies through detailed study of the plays, from early comedies to later tragedies and romances. No prior knowledge of Shakespeare is required. Recommended for first and second year non-English majors.

**T ENG 144 Reading Shakespeare (3)**  
T ENG 144 is the Honors College version of A ENG 144; only one version may be taken for credit.

**A ENG 200 (= A LIN 200) Structure of English Words (3)**  
Introduction to the structure of English words, including the most common Greek and Latin base forms, and the way in which related words are derived. Students may expect to achieve a significant enrichment in their own vocabulary, while learning about the etymology, semantic change and rules of English word formation.

**A ENG 205Z (formerly A ENG 105Z) Introduction to Writing in English Studies (3)**  
Introduction to the forms and strategies of writing and close reading in English studies. The course emphasizes the relationship between writing and disciplinary context, and such concepts as genre, audience, and evidence. Required of all English majors. Must be completed with a grade of C or better to register for A ENG 305V. Prerequisite(s): open only to declared and intended English majors and to minors.

**A ENG 210 Introduction to English Studies (3)**  
Introduction to the various methods through which literature has typically been read and understood. Through a combination of literary and theoretical texts, this course aims to make students self-reflexive about what they read, how they read and why they read. Required of all English majors. A grade of C or higher is required in order to register for most 400 level courses in English. Prerequisite(s): open to declared and intended English majors only.

**A ENG 216 (= A LIN 216) Traditional Grammar and Usage (3)**  
Thorough coverage of traditional grammar and usage with an introduction to the principles of structural and transformational grammar. Brief

exploration into recent advances in linguistic thought. Practice in stylistic analysis using such grammatical elements as syntax, voice, subordination, and sentence structure. Only one version of A ENG 216 may be taken for credit.

**A ENG 217 (= A ANT 220 & A LIN 220) Introduction to Linguistics (3)**  
Introduction to the study of language, including examination of the characteristics and structural principles of natural language. After exploring the basic characteristics of sound, word formation and sentence structure, these principles are applied to such topics as: language variation, language change, psycholinguistics, pragmatics, and animal communication. Only one version of A ENG 217 may be taken for credit.

**A ENG 222 World Literature (3)**  
Introduction to classics of world literature exploring national, historical and linguistic boundaries. Texts chosen will introduce students to literary traditions and provide a foundation for English literary studies.

**A ENG 223/223Z Short Story (3)**  
Analysis and interpretation of the short story as it occurs in one or more periods or places. Only one version of A ENG 223 may be taken for credit.

**A ENG 224 Satire (3)**  
Exploration of the mode of satire: the view of the human estate which informs it and the characteristic actions and images by which this view is realized in prose fiction, drama and poetry and in the visual arts. Studies Roman, medieval, 17<sup>th</sup> and 18<sup>th</sup> century, modern and contemporary works.

**A ENG 226/226W Focus on a Literary Theme, Form, or Mode (3)**  
Exploration of a single common theme, form, or mode using varied texts to promote fresh inquiry by unexpected juxtapositions of subject matter and ways of treating it. May be repeated once for credit when content varies.

**T ENG 226/226W Focus on a Literary Theme, Form, or Mode (3)**  
T ENG 226 is the Honors College version of A ENG 226. May be repeated once for credit when content varies.

**A ENG 240/240T/240V/240Z American Experiences (3)**  
(Formerly "Rewriting America" and "Growing up in America.") An exploration of life in 21<sup>st</sup> century America, this small seminar examines issues of diversity and pluralism including race, class, gender, sexuality, disability, and citizenship through the study of American literature, media, and culture and through students' own writing projects.

**A ENG 242 Science Fiction (3)**  
The development of science fiction and the issues raised by it. Authors include such writers as Asimov, Clarke, Heinlein, Huxley, and LeGuin.



**A ENG 243 Literature and Film (3)**

Both films and literary works as outgrowths of their culture. From term to term the course focuses on different periods or themes. May be repeated once for credit when content varies.

**T ENG 243 Literature and Film (3)**

T ENG 243 is the Honors College version of A ENG 243; only one version may be taken for credit.

**A ENG 261 American Literary Traditions (3)**

Representative works from the Colonial through the Modern period, with attention to necessary historical and intellectual background information as well as reflection upon the concepts of literary history, period and canons.

**A ENG 270 Living Literature: Challenges in the 21<sup>st</sup> Century (3)**

Thinking critically about the relationship between the past and the present through literary texts. This course explores the persistence of the past in contemporary literature or the relevance of literary traditions to contemporary challenges.

**T ENG 270 Honors Living Literature: Challenges in the 21<sup>st</sup> Century (3)**

T ENG 270 is the Honors College version of A ENG 270; only one version may be taken for credit. Open to Honors College students only.

**A ENG 271 Literature & Globalization: Challenges in the 21<sup>st</sup> Century (3)**

Examination of contemporary world literature in the light of the challenges of globalization.

**A ENG 272 Media, Technology and Culture: Challenges in the 21<sup>st</sup> Century (3)**

Examination of how technology and media shape our experiences in the 21<sup>st</sup> century, through analysis of a range of texts including film, television and digital media alongside more traditional literary materials.

**A ENG 291 British Literary Traditions I: From the Anglo-Saxon Period through Milton (3)**

Representative works from the Anglo-Saxon period through the 17<sup>th</sup> century, with attention to necessary historical and intellectual background information as well as reflection upon the concepts of literary history, period and canons. T ENG 291 is the Honors College version of A ENG 291. Only one version may be taken for credit.

**T ENG 291 British Literary Traditions I: From the Anglo-Saxon Period through Milton (3)**

Representative works from the Anglo-Saxon period through the 17<sup>th</sup> century, with attention to necessary historical and intellectual background information as well as reflection upon the concepts of literary history, period and canons. T ENG 291 is the Honors College version of A ENG 291. Only one version may be taken for credit. Open to Honors College students only.

**A ENG 292 British Literary Traditions II: The Restoration through the Modern Period (3)**

Representative works from the Restoration through the Modern period, with attention to necessary historical and intellectual background information as well as reflection upon the concepts of literary history, period and canons.

**A ENG 295/295Z Classics of Western Literature (3)**

Introduction to classics of western literature from Antiquity through the Renaissance, with attention to necessary historical and intellectual background information.

**T ENG 295 Classics of Western Literature (3)**

T ENG 295 is the Honors College version of A ENG 295; only one version may be taken for credit.

**A ENG 297 Postcolonial Literary Traditions (3)**

Representative works of the formerly colonized world, with attention to necessary historical and intellectual background information. Works to be chosen from at least three regions beyond Europe. T ENG 297 is the Honors College version of A ENG 297. Only one version may be taken for credit.

**T ENG 297 Postcolonial Literary Traditions (3)**

Representative works of the formerly colonized world, with attention to necessary historical and intellectual background information. Works to be chosen from at least three regions beyond Europe. T ENG 297 is the Honors College version of A ENG 297. Only one version may be taken for credit.

**A ENG 300W Expository Writing (3)**

For experienced writers who wish to work on such skills as style, organization, logic, and tone. Practice in a variety of forms: editorials, letters, travel accounts, film reviews, position papers, and autobiographical narrative. Classes devoted to discussions of the composing process and to critiques of student essays.

**A ENG 302W/302Z Creative Writing (3)**

Intermediate course in creative writing, usually focusing on the close study and practice of one or two genres. May be repeated once for credit when genre focus varies.

**A ENG 305V Studies in Writing About Texts (3)**

Intensive study of the forms and strategies of writing in English studies. Students will engage with a variety of literary, critical, and theoretical texts. The course emphasizes students' own analytical writing. Prerequisite(s): C or better in A ENG 205Z. Open to declared English majors only.

**A ENG 306 Literary Publication: History and Practice (3)**

Introduction to the history and practice of modern and contemporary literary publication in periodicals, especially in literary magazines, zines, and/or e-zines. Issues and/or runs of key periodicals will be studied, via digital archives, reprints, subscription, or other modes, alongside readings about such issues as: the literary history of small press publication, differences between literary and commercial publication

and markets, literary publication and changing print and digital technologies, literary editing and curation as creative practices, and publishers' and editors' accounts of their publication ventures. Students will explore these issues in class discussions and in brief critical essays. This historical and critical exploration will inform students' individual and/or group creative projects in designing, editing, and producing prototypes, in whole or in part, for original literary periodicals. Intended primarily for juniors and seniors.

**A ENG 309Z Professional Writing (3)**

Practice in the kinds of writing particularly useful to students in business and in the natural and social sciences. Emphasis on clear, accurate, informative writing about complex subjects. Intended primarily for juniors and seniors.

**A ENG 310 Reading and Interpretation in English Studies (3)**

A more focused examination of one or more of the critical approaches to literary and cultural study introduced in A ENG 210. Students will gain in-depth exposure to specific critical debates within a particular theoretical tradition, learning to see the critical stakes of different perspectives, and to position their own ideas in relation to this unfolding critical conversation.

**A ENG 311 History of the English Language (3)**

A broad tracing of the history, development, and structure of the language from the beginnings to modern English, including foreign influences on English, basic tendencies of the language, grammatical constructs, and regional usages, especially American. Intended primarily for juniors and seniors.

**A ENG 315 Introduction to Literary Theory (3)**

Survey of the major theorists that have been influential in the field of English Studies.

**A ENG 330 Literature of the Middle Ages (3)**

Students will examine a number of representative works of the Middle Ages, read in translation. Additional readings in, for example, the classics and religious literature will help to situate each work in time and place. Intended primarily for juniors and seniors. Cannot be taken by students who have received credit for A ENG 421.

**A ENG 331 Literature of the Earlier Renaissance (3)**

Examination of the various forms that developed and flourished in England during the 16<sup>th</sup> century: prose, narrative and lyric poetry, and drama (exclusive of Shakespeare). Attention to classical and continental influences, the historical background, the legitimation English, and the power of individual texts. Major figures may include More, Wyatt and Surrey, Sidney, Marlowe, Spenser, and Jonson.

**A ENG 332 Literature of Later Renaissance (3)**

The poetry, prose, and drama of England from 1600 to 1660 (exclusive of Milton). Major figures may include Bacon, Donne, Hobbes, Herbert, Marvell, and Webster. Attention to political issues intellectual issues and religion as they bear upon the poetry of wit, the prose of conviction,

and the drama of power and intrigue. Intended primarily for juniors and seniors.

**A ENG 333 Literature of the Restoration and the 18<sup>th</sup> Century Enlightenment (3)**

In poetry, the range and variety achieved within the ordered, urbane, civil style of Dryden and Pope and the later development of the innovative, exploratory style of Gray, Collins, and Cowper. In prose, the achievement of Swift, Addison and Steele, and its extension in Johnson, Goldsmith, Gibbon, and Burke. Intended primarily for juniors and seniors.

**A ENG 334 19<sup>th</sup> Century British Literature (3)**

Examination of the texts in the British literary tradition, read in their relations to literary movements and broader cultural issues and movements, possibly in conjunction with non-canonical texts of the time period. Topics to be discussed may include: the literature of the earlier 19<sup>th</sup> and late 18<sup>th</sup> centuries in relation to a continuing culture of Romanticism; the literature of the mid and later 19<sup>th</sup> century in relation to cultures of Modernism; and the literature of Empire. Cannot be taken by students who have received credit for either A ENG 426 or 427.

**A ENG 335 Literature in English after 1900 (3)**

Examination of British Literature in the 20<sup>th</sup> century. Topics to be discussed may include, among others: the development of literary genres and themes; modernism and post-modernism; colonial and post-colonial literature. Cannot be taken by students who have received credit for A ENG 371 or 428.

**A ENG 336 American Literature to 1800 (3)**

Examination of American literature of the colonial and federal periods. Topics to be discussed may include, among others: the development of literary genres and themes; formations of national identity; theological and political contexts. Cannot be taken by students who have received credit for A ENG 432.

**A ENG 337 19<sup>th</sup> Century American Literature (3)**

Examination of American literature of the 19<sup>th</sup> century. Topics to be discussed may include, among others: the development of literary genres and themes; romanticism, realism, regionalism, and naturalism; literature in relation to historical and political contexts. Cannot be taken by students who have received credit for A ENG 433 or 434.

**A ENG 338 American Literature after 1900 (3)**

Examination of American literature of the 20<sup>th</sup> century. Topics to be discussed may include, among others: the development of literary genres and themes; modernism and post-modernism; literature and identity formation in American culture; American literature in relation to transnational context. Cannot be taken by students who have received credit for A ENG 434 or 435.

**A ENG 342 Study of an Author or Authors Before Mid-18<sup>th</sup> Century (3)**

Examination of a single major author in depth (e.g., Chaucer or Milton), or of two or more authors whose works illuminate each other in

terms of style, theme, and/or relationship to a particular historical era. May be repeated once for credit when content varies.

**A ENG 343 Study of an Author or Authors After Mid-18<sup>th</sup> Century (3)**

Examination of a single major author in depth, or of two or more authors whose works illuminate each other in terms of style, theme, and/or relationship to a particular historical era. May be repeated once for credit when content varies.

**A ENG 346 Studies in Shakespeare (3)**

Examination of Shakespeare's plays, with emphasis on character, language, theme, form, and structure. Topics to be discussed may include, among others: the early or later works; theatrical modes (e.g., comedy, romance, tragedy, history); performance (e.g., Shakespeare on film or stage); Shakespeare in relation to his contemporaries; Shakespeare's dramatic and non-dramatic poetry. Designed for English and theatre majors and minors. May be repeated once for credit when content varies. Replaces A ENG 344/A THR 324 and A ENG 345/A THR 325.

**A ENG 350 Contemporary Writers at Work (3)**

Rhetoric and poetics as practiced by contemporary writers across a range of genres and media. Particular attention to social, intellectual, and aesthetic contexts out of which such work emerges.

**A ENG 351 Studies in Technology, Media, or Performance (3)**

Examination of technological, media, or staged phenomena, as well as readings related to these forms. Topics to be discussed may include, among others: place of technology, media, or performance in English studies; forms and/or theories of technology, media, or performance; materiality and meaning; cultural texts. May be repeated once for credit when content varies.

**A ENG 355 Studies in Film (3)**

Examination of themes and issues in the history and/or interpretation of American and British film. Topics to be discussed may include, among others: the themes, structures, and/or style of a director or directors; genres of film; theories of film; film and other arts, including literature. May be repeated once for credit when content varies.

**A ENG 356 Studies in Nonfiction Prose (3)**

Examination of nonfiction prose as a medium of discourse, ranging from literary criticism, biography, and autobiography to journalism, science, philosophy, and history. Topics to be discussed may include, among others: forms of nonfiction; theories of nonfiction prose; historical development; cultural texts. May be repeated once for credit when content varies.

**A ENG 357 Studies in Drama (3)**

Examination of drama, with an emphasis on critical reading of dramatic literature. Topics to be discussed may include, among others: forms of drama; theories of drama; theatrical traditions; problems of production and dramatic interpretation. May be repeated once for credit when content varies.

**A ENG 358 Studies in Poetry (3)**

Examination of poetry, with an emphasis on study of poetic forms and modes. Topics to be discussed may include, among others: major developments in themes, language, forms and modes of poetry; poetics; poetry in the arts, including theatre and song. May be repeated once for credit when content varies.

**A ENG 359 Studies in Narrative (3)**

Examination of narrative forms with an emphasis upon prose fiction. Topics to be discussed may include, among others: forms of fiction, theories of narrative; narrative in the fine arts, including film; cultural narratives. May be repeated once for credit when content varies.

**A ENG 360Y Tutoring & Writing (3)**

This course is primarily designed to train tutors to work in the University's Writing Center, though those interested in exploring writing instruction, writing processes from brainstorming to revision, or rhetorical concerns of audience and purpose may also find this course of value. We will investigate our own and others' writing processes, styles, and purposes for writing in various academic disciplines, and the dynamics of giving and receiving useful feedback on writing as well as the role of a Writing Center on campus. Extensive practice and observation of tutorials will be central to the course, as will discussion of these experiences and published theoretical perspectives on the role of the writing tutor. This course is intended for sophomores and juniors who will be eligible to apply for positions as tutors in the University Writing Center upon successful completion of this course. Open to both English majors and non-majors. Prerequisite(s): permission of instructor.

**A ENG 362 (= A WSS 362) Critical Approaches to Gender and Sexuality in Literature (3)**

Examination of the role of Anglophone literary texts from any period(s) in the construction of gender and sexuality, with an emphasis on study of interpretive strategies provided by various critical discourses. Topics to be discussed may include, among others: aesthetic movements; historical problems; cultural texts; political questions. Only one version of A ENG 362 may be taken for credit.

**A ENG 366 (= A WSS 366) Critical Approaches to Ethnicity in Literature (3)**

Examination of constructions of "race" and/or "ethnicity" as presented in Anglophone literature. Topics to be discussed may include, among others: how markers of nationality are related to issues of sexuality, class, and other cultural-historical ways of accounting for the complex questions that surround identity. May be repeated once for credit when content varies.

**A ENG 367 (= A JST 367) The Jewish Literary Imagination (3)**

Readings in literature by modern Jewish writers that addresses themes and issues of importance to modern Jewry. The course may offer either an intensive survey of a broad range of modern Jewish literature in one or more genres, or take

a thematic, national, chronological, or generic approach to the subject matter. Only one version of A ENG 367 may be taken for credit.

### **A ENG 368 (= A WSS 368) Women Writers (3)**

Selected works of English and/or American women writers in the context of the literary and cultural conditions confronting them. The course focuses on the development of a female tradition in literature and on the narrative, poetic, and/or dramatic styles of expression, voice, and values of women writers. May be repeated once for credit when content varies.

### **A ENG 369 African-American Literature (3)**

Selected works of African-American writers in their cultural, literary, and historical contexts. The course focuses on the development of an African-American tradition and on the artistic forms essential to it. May be repeated once for credit when content varies.

### **A ENG 372 Transnational Literature (3)**

Examination of aesthetic movements, cultural texts, political questions, and historical problems of post-colonial nations and subjects in their transnational contexts. May be repeated once for credit when content varies.

### **A ENG 373 Literature of the Americas (3)**

Examination of the literatures of the Americas, North and South, including the Caribbean. Topics to be discussed may include, among others: aesthetic movements; local cultural practice; history; identity formation; and politics. May be repeated once for credit when content varies.

### **A ENG 374 Cultural Studies (3)**

A study of cultural forms and practices in relation to the historical conditions in which they are shaped. The course considers theoretical and the practical dimensions of meaning in a wide range of cultural texts. May be repeated once for credit when content varies.

### **A ENG 390 Internship in English (3)**

Supervised practical apprenticeship of 10-15 hours of work per week in a position requiring the use of skills pertaining to the discipline of English, such as reading and critical analysis, writing, research, tutoring, etc., with an academic component consisting of the internship colloquium. Written work and report required. Selection is competitive and based on early application, recommendations, interviews and placement with an appropriate internship sponsor. Open only to junior or senior English majors and minors with a minimum overall grade point average of 2.50 and a minimum 3.00 average in English. A ENG 390 credits may not be used toward the 18 credits minimum required for the English minor. Prerequisite(s): A ENG 205Z. *S/U* graded.

### **A ENG 399Z Honors Seminar (3)**

Topics vary with each sequence. The seminars explore special topics in literary history, literary theory, and critical methodology. May be repeated for credit when content varies. Prerequisite(s): permission of instructor.

### **A ENG 402Z Advanced Writing Workshop (3)**

Advanced course in creative writing, usually devoted to the close study and practice of a single genre. Prerequisite(s): grade of *B* or higher in A ENG 302Z or permission of instructor.

### **A ENG 410/410Y Topics in Contemporary Literary and Critical Theory (3)**

Focused examination of the theoretical questions, presuppositions, and debates pertinent to a specific perspective or issue in contemporary thought and theory. Individual semesters may focus on, among other areas: a particular discourse (e.g., ecocriticism, ideology critique, queer theory, language theory, psychoanalysis, or cultural problem). May be repeated once for credit when content varies. Prerequisite(s): *C* or better in A ENG 210, A ENG 305, or permission of instructor.

### **A ENG 411/411Y Topics in British Literature and Culture (3)**

Focused examination of selected topics in the literature and culture of England, including nations formerly under British rule or influence. Individual semesters may focus on, among others: a historical period, genre, or theme; the literature and culture of a particular place or country (such as India, Ireland, the Caribbean); a specific aspect of cultural study. May be repeated once for credit when content varies. Prerequisite(s): *C* or better in A ENG 210, A ENG 305, or permission of instructor.

### **A ENG 412/412Y Topics in Film or Drama (3)**

Focused examination of specific theme or issue in the history and/or interpretation of Anglophone film and/or drama from any period(s). Individual semesters may focus on, among other areas: the work of a particular author and/or director; historical period, genre, or theme; a particular discourse in film or drama studies (e.g., ideological, aesthetic); relations between film and/or drama and literary and other texts. May be repeated once for credit when content varies. Prerequisite(s): *C* or better in A ENG 210, A ENG 305, or permission of instructor.

### **A ENG 413/413Y Topics in American Literature and Culture (3)**

Focused examination of the selected topics in the literature and culture of the Americas. Individual semesters may focus on, among other areas: a particular historical period, genre, or theme; literature of a region or group (e.g., African-American, Caribbean, or Latino); interpretive or other theoretical problems in American literacy and cultural study. May be repeated once for credit when content varies. Prerequisite(s): *C* or better in A ENG 210, A ENG 305, or permission of instructor.

### **A ENG 416/416Y (= A WSS 416/416Y)**

#### **Topics in Gender, Sexuality, Race, or Class (3)**

Focused examination of topics in the study of gender, sexuality, race and/or class, as they are positioned and defined in Anglophone literary or other texts from any period(s). Individual semesters may focus on, among other areas: a particular historical period, genre, or theme;

theories of gender, sexuality, race, and/or class as related to literary or other forms of representation; a particular cultural problem. May be repeated once for credit when content varies. Prerequisite(s): *C* or better in A ENG 210, A ENG 305, or permission of instructor.

### **A ENG 419/419Y Topics in Technology, Media, and Performance (3)**

Focused examination of a specific theme or issue in the study of technological media or staged phenomena, as well as readings related to these forms. Individual semesters may focus on, among other areas: the machine in culture; artificial intelligence; notions of nature and the body; environmental issues; print media; television; the Internet; popular arts; performance art; ritual; social practices. May be repeated once for credit when content varies. Prerequisite(s): *C* or better in A ENG 210, A ENG 305, or permission of instructor.

### **A ENG 449/449Y Topics in Comparative Literatures and Cultures (3)**

Focused examination of selected topics in the study of comparative Anglophone literatures and cultures from any period. Individual semesters may focus on, among other areas: comparative study of particular aesthetic movements, cultural texts, political questions, or historical problems. May be repeated once for credit when content varies. Prerequisite(s): *C* or better in A ENG 210, A ENG 305, or permission of instructor.

### **A ENG 450/450Y Topics in Writing Studies (3)**

Carefully focused study in the history, theory, or practice of rhetoric and/or poetics (e.g., narrative theory; poetic movements; 20<sup>th</sup> century rhetorical theory). May be repeated once for credit when content varies. Prerequisite(s): *C* or better in A ENG 210, A ENG 305, or permission of instructor.

### **A ENG 460/460Y Topics in Transnational Studies (3)**

Focused examination of transnational literature and cultures. Individual semesters may focus on, among other areas: particular aesthetic movement(s), cultural text(s), political question(s), or historical problem(s) of post-colonial nations and subjects in their transnational contexts. May be repeated once for credit when content varies. Prerequisite(s): *C* or better in A ENG 210, A ENG 305, or permission of instructor.

### **A ENG 465/465Y Topics in Ethnic Literatures in Cultural Contexts (3)**

Focused examination of a particular topic on constructions of "race" and/or "ethnicity" as related to literature or other forms of representation from any period(s). Individual semesters may focus on, among other areas: neglected literary forms and cultural traditions; relations between writing and political struggles; identity studies and developments within interpretive or other theories. May be repeated once for credit when content varies. Prerequisite(s): *C* or better in A ENG 210, A ENG 305, or permission of instructor.

**A ENG 485/485Y Topics in Cultural Studies (3)**

Focused examination of particular topic in the study of culture, broadly defined. Individual semesters may focus on, among other areas: postcolonial studies; history of social institutions and knowledge production; study of identity formations; cultural forms; technology and science studies. May be repeated once for credit when content varies. Prerequisite(s): C or better in A ENG 210, A ENG 305, or permission of instructor.

**A ENG 488W/488Z Special Topics (1–6)**

Note: all 400 level writing workshops may be taught under this rubric. May be repeated once for credit when content varies. Prerequisite(s): C or better in A ENG 210.

**A ENG 497 Independent Study and Research in English (1–4)**

Senior level course designed to address intellectual needs that have grown out of previous coursework, or subject matter that is not regularly covered under the English department's curriculum. May be repeated. Prerequisite(s): C or better in A ENG 210 and permission of a faculty member in the department and of the appropriate departmental committee. Reserved for English majors.

**A ENG 498 Thesis Seminar I (4)**

Independent honors thesis individually formulated and written under the direction of the coordinator. Students writing theses will meet occasionally in colloquia to become acquainted with each other's work in progress. Prerequisite(s): permission of instructor. S/U graded.

**A ENG 499 Thesis Seminar II (3)**

Continuation and completion of thesis begun in A ENG 498. The thesis will be reviewed and evaluated by an honors committee. Prerequisite(s): permission of instructor.

## Department of Geography and Planning

### Faculty

*Professors Emeriti*

Floyd Henderson, Ph.D.

University of Kansas

John S. Pipkin, Ph.D. (Collins Fellow,  
Distinguished Service Professor)

Northwestern University

Christopher J. Smith, Ph.D.

University of Michigan

Roger Stump, Ph.D.

University of Kansas

John Webb, Ph.D.

University of Minnesota

*Associate Professors Emeriti*

Gene Bunnell, Ph.D.

London School of Economics

Wayne Heiser, Ph.D.

Northwestern University

*Professors*

Ray Bromley, Ph.D.

Cambridge University

Youqin Huang, Ph.D.

University of California, Los Angeles

Andrei Lapenas, Ph.D.

State Hydrological Institute,

Saint Petersburg

*Associate Professors*

Catherine T. Lawson, Ph.D.

(Department Chair)

Portland State University

David A. Lewis, Ph.D.

Rutgers University

James E. Mower, Ph.D.

State University of New York at Buffalo

*Assistant Professors*

Carlos J.L. Balsas, Ph.D.

University of Massachusetts

Alexander Buyantuev, Ph.D.

Arizona State University

Kate S. Coddington, Ph.D.

Syracuse University

Shiguo Jiang, Ph.D.

Ohio State University

Rui Li, Ph.D.

The Pennsylvania State University

Tom P. Narins, Ph.D.

University of California, Los Angeles

*Adjuncts (estimated): 16*

*Teaching Assistants (estimated): 2.5*

The Department of Geography and Planning offers programs leading to the B.A., M.A., and M.R.P. degrees, a combined B.A./M.A. program, and an Undergraduate/Graduate Certificate in Geographic Information Systems and Spatial Analysis. Undergraduate students can major or minor in Geography. The department also offers a B.A. in Urban Studies and Planning, a minor in Urban Studies and Planning, a B.A. in Interdisciplinary Studies with a faculty-initiated concentration Globalization Studies, and a minor in Globalization Studies. Geographers study the characteristics of space, location and place in the broader context of how people interact with both physical and human environments. Geography can be classified as both a natural science and a social science as it examines people and their environment and serves as a bridge between the physical and cultural worlds. Planning is a discipline and professional practice that deals with the form, organization, and orderly development of cities, suburbs, and rural areas. Geographic information systems (GIS), computer mapping, remote sensing, and related technologies are central to the discipline of geography and are indispensable in many areas of professional planning practice. The department also offers a B.A.

in Globalization Studies — the newest department offering. Globalization Studies analyzes the growing integration of the world system through trade, migration, financial flows and telecommunications, the impact of human activity on the world environment, and the adaptation of local and ethnic identities to the ongoing globalization process.

Teaching and research in the department emphasize urban, social, physical, political, and cultural geography; historical landscape; city and regional planning; urban design; remote sensing; cartography and geographic information systems; environmental studies; climatology; computer and statistical models; area (regional) studies; urban and regional planning methods; economic development; small town and rural land-use planning. Members of the faculty have strong international links with China, Russia, Australia, and various countries in Africa, Latin America and Western Europe.

### Careers

The undergraduate programs provide background suitable for entry into a wide variety of business, educational and government occupations, as well for graduate or professional study in geography, planning, business, public administration, forestry, landscape architecture and other environmentally oriented programs. Career possibilities include: cartographers, remote sensing, and geographic information systems (G.I.S.) specialists; location and market area analysts; urban, regional, economic, and transportation planners; environmental scientists; international development specialists; urban design professionals; industrial and real estate developers; soil scientists; marketing and distribution managers; journalists; and travel and recreation specialists.

### Degree Requirements for the Major in Geography

**General Program B.A.:** a minimum of 36 credits, including:

**Core Courses:** 12 credits

- A GOG 101 Introduction to the Physical Environment
- A GOG 102 Introduction to Human Geography
- A GOG 106 (= A USP 106) Introduction to Geospatial Technologies
- Capstone Experience A GOG 493 Geographic Thought

**Elective courses:** 24 credits

- At least 18 credits at or above 300 level in Geography
- At least one course from each cluster. Elective courses in Geography are offered in three thematic clusters

**Human Geography**

- A GOG 125 (= A USP 125) The American City
- A GOG 160 (= A EAC 160) China: People and Places
- A GOG 200 Cultural Geography
- A GOG 220 (= A USP 220) Introductory Urban Geography
- A GOG 225 (= A GLO 225 & A USP 225) World Cities: Geographies of Globalization
- T GOG 230 Reform and Resistance in Contemporary China
- T GOG 244 Global Population Debates
- A GOG 250 Geography of Latin America
- A GOG 270 (= A AFS 270) Geography of Africa
- A GOG 307 (= A USP 307) Geospatial Applications of Drones
- A GOG 310 (= A BIO 311 & U UNI 310) World Food Crisis
- A GOG 325 (= A GLO/A USP 325) Global Urbanism and Culture
- A GOG 327 (= A GLO 327) World Regions and Global Markets
- A GOG 344Y World Population
- A GOG 350 (= A EAC 350) Urban Development in China
- A GOG 364Y (= A GLO 364Y & A USP 364Y) India: Development Debates
- A GOG 366 (= A GLO 366) India: Field Study of Development Issues
- A GOG 375 (= A USP 375) Methods of Urban Analysis
- A GOG 405 Topics in Human Geography
- A GOG 440 Political Geography
- A GOG 442 Geography of Religion
- A GOG 480 (= A USP 480) Advanced Urban Geography
- A USP 475 Urban Design

**Environmental Geography**

- A GOG 201 (= A ENV 201 & A GEO 201) Environmental Analysis
- A GOG 304 Climatology
- A GOG 307 (= A USP 307) Geospatial Applications of Drones
- A GOG 330 (= A USP 330) Principles of Environmental Management
- A GOG 404 Topics in Physical Geography
- A GOG 424 Landscape Ecology
- A GOG 430 (= A USP 430) Environmental Planning
- A GOG 431 Climate Change

- A GOG 433Y (= A USP 433) Urban Ecology
- A GOG 460 (= A USP 460) People, Place, and Power

**Geographic Information Science**

- A GOG 290 Introduction to Cartography
- A GOG 307 (= A USP 307) Geospatial Applications of Drones
- A GOG 360 Introduction to Geographic Information Systems
- A GOG 406 Topics in Geographic Information Systems
- A GOG 414 Computer Mapping
- A GOG 417 Geography Internships (3-6 credits)
- A GOG 422 GIS for Social Sciences
- A GOG 427Y Human Factors in Geographic Information Science
- A GOG 479 Fundamentals of Applied Global Positioning Systems (GPS)
- A GOG 484 Remote Sensing I
- A GOG 485 Remote Sensing II
- A GOG 498 (= A USP 457) Advanced Geographic Information Systems

**General Education requirement:**

Students complete General Education Competencies in the major in Advanced Writing, Critical Thinking, and Information Literacy in the required core courses. To complete the competency in Oral Discourse, students must choose at least one course with “Y” suffix as part of their required elective credits in the major. Courses satisfying the General Education Competency in Oral Discourse are as follows:

- A GOG 344Y World Population
- A GOG 364Y India: Development Debates
- A GOG 427Y Human Factors in Geographic Information Science
- A GOG 433Y Urban Ecology

**Honors Program**

The department’s honors program in geography is intended to recognize the academic excellence of its best students, to give them the opportunity to work more closely with the faculty, and to enhance their understanding of geographical theory and research. Students may apply for admission to the program during their junior year or at the beginning of their senior year. To gain admission, students must have formally declared a major in geography and completed at least 12 credits of course work in the department. In addition, at the time of admission students must have an overall grade point average of at least 3.25, and of 3.50 in geography.

Students must complete a minimum of 42 credits as follows:

- All the major requirements listed above, except that the Senior Honors Thesis will satisfy the capstone requirement.
- At least 6 credits should be taken in a cognate field, as advised.
- 6 credits of Senior Honors Thesis, A GOG 499. During this two-semester sequence, the student will prepare an honors thesis based on original research, under the supervision of a member of the department. A written proposal describing the project must be approved by the advisor and the departmental Honors Committee by the beginning of the student’s senior year. The thesis will be submitted for formal evaluation in the spring semester of the student’s senior year, and must be approved by both the advisor and the Honors Committee.

The departmental Honors Committee will review each student’s progress at the end of each semester. Upon completion of all honors program requirements with a grade point average of 3.50 in geography and 3.25 overall, students will be recommended by the Honors Committee for graduation with Honors in Geography, and will be honored at the departmental recognition ceremony in May.

**Combined B.A./M.A. Program**

The combined B.A./M.A. program in geography provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of undergraduate and master’s degree programs from the beginning of their junior year. A carefully designed program can permit a student to earn the B.A. and M.A. degrees within nine semesters.

The combined program requires a minimum of 138 credits, of which at least 30 must be graduate credits. In qualifying for the B.A., students must meet all university and college requirements, including the requirements of the undergraduate major described previously, the minor requirement, the minimum 90 credit liberal arts and sciences requirement, the general education requirements, and residency requirements. In qualifying for the M.A., students must meet all university and college requirements as outlined in the Graduate Bulletin, including completion of a minimum of 30 graduate credits and any other conditions such as a research seminar, thesis, comprehensive examination,

professional experience, and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.A. programs.

Students may be admitted to the combined degree program at the beginning of their junior year, or after the successful completion of 56 credits. A cumulative grade point average of 3.20 or higher and three supportive letters of recommendation from faculty are required for consideration. Students will be admitted upon the recommendation of the Graduate Admissions Committee of the department.

### Undergraduate Certificate Program in Geographic Information Systems and Spatial Analysis

This certificate program provides undergraduates with professional and technical training in geographic information systems (GIS) and associated techniques of spatial analysis. Geographic information systems are computer-based systems for storage, analysis, and display of spatial data. The disciplines of cartography, remote sensing and computer graphics are closely linked to the study of GIS. In conjunction with GIS, methods of spatial analysis may be used to study a wide range of problems, including resource management, land management for agriculture and forestry, urban planning, land use mapping, market area analysis, urban social analysis and a host of other applications.

The certificate requires 19 credits of undergraduate course work, including A GOG 290, 414, 484, 485, 496, and A MAT 108 (or an approved equivalent).

### Bachelor of Arts in Urban Studies and Planning

The B.A. in Urban Studies and Planning is designed for students interested in a liberal arts education focusing on urban and suburban environments; environmental planning; sustainable development policy and practices; as well as urban, community and neighborhood development. The program of study mixes conventional classes with fieldwork and computer-based learning, and it requires considerable awareness of international, multicultural and policy issues. Students with training in urban studies and planning may enter careers in housing and community development, real estate, local and state government, local economic development, or local planning. They can pursue further study in graduate or professional schools to

specialize in city and regional planning, public policy, real estate, architecture, or landscape architecture.

Planning is a broad function of the public and private sectors directed at guiding urban and regional development, analyzing physical, social, economic, and environmental issues, and preparing policy alternatives. Many planners work in the public sector, evaluating problems and suggesting solutions in the domains of transportation, housing, economic and community development, urban design, neighborhood revitalization, environmental issues, and policy analysis. Others work in the private and nonprofit sectors, serving as consultants, researchers, real estate developers, community development promoters, and specialists in local economic development. The department administers an interdisciplinary undergraduate minor program in urban studies and planning, and offers undergraduate courses in planning. These courses provide students with insights on urban and regional development from a broad, liberal arts viewpoint, as well as providing background and tools for further study and the professional practice of planning.

### Degree Requirements for the Major in Urban Studies and Planning

**General Program B.A.:** a minimum of 36 credits including:

**Core courses:** 15 credits

- A USP 125
- A USP 201
- A USP 220
- A USP 225
- One Methods course from A USP 106, 360, 375

**Community engagement:** 3 credits chosen from A USP 437, 474, 476, 490

**Capstone course:** 3 credits from A USP 475

**Elective courses:** 15 credits

- at least 3 credits for Advanced Competency in Oral Discourse from A USP 364Y, 430Y, 432Y, 443Y, 460Y
- 12 credits at or above 300 level in Urban Studies and Planning. Up to 6 credits of cognate coursework, as approved, may be chosen from upper level urban-related coursework in departments outside of the Department of Geography and Planning.

### Courses in Geography

#### A GOG 101 Introduction to the Physical Environment (3)

Introduction to the three main fields of physical geography (climatology, biogeography, and geomorphology) from an integrated earth systems viewpoint. The major world climate, vegetation, soil and landform regions are treated as process-response systems whose physical patterns and interrelationships, causes, and significance are examined. Includes assessments of the role of human impacts for global and regional change.

#### A GOG 102/102Z Introduction to Human Geography (3–4)

Introduction to key elements of human geography as a social science, (including population, cultural, economic, and political geography), focusing on the disciplinary themes of place, space and landscape. These themes are applied at a variety of scales, from local to the regional to the global, with particular emphasis with geographical concerns with cross-cultural comparisons among regions and with the relationships of local and regional phenomena to global processes. Only one version of A GOG 102 may be taken for credit.

#### A GOG 106 (= A USP 106)

##### Introduction to Geospatial Technologies (3)

This course aims to provide students with fundamental concepts related to the major aspects of Geographic Information Science: Geographic Information Systems, Global Positioning Systems, Cartography, and Remote Sensing. It will serve as an entry level course to introduce students who would like to have a broader perspective on GIS-related technologies and practical skills further in their studies or practices regardless of their majors. It also serves the role of preparing students for more specific courses such as Introduction to GIS, Introduction to Remote Sensing, Introduction to Cartography, and Introduction to GPS, and consequently advanced courses in those areas within this department. For students who are not pursuing further geographic information related courses, the techniques introduced in this class such as spatial analysis and map making will be powerful tools for students to apply in their further study or practices in domains such as business administration, social sciences, humanities, as well as emergency preparedness.

#### A GOG 125 (= A USP 125) The American City (3)

Provides a broad introduction to American urbanism from a geographical-historical perspective, focusing on spatial forms and the built environment, the social and economic processes that produced them, and their contested cultural meanings. Surveys the legacies of industrialization, immigration, planning interventions, and the struggles for rights by minorities and women, and poses questions about our urban future in an age of globalization, information technology, and environmental crisis.

**A GOG 160/160V/160X/160Z (= A EAC 160/160V/160X/160Z) China: People and Places (3)**

This course provides a systematic introduction of China as an emerging political and economic power in the context of globalization. Main topics include historical evolution, uneven physical and social geography, economic reform, rapid urbanization, population growth and family planning, environmental change, tradition and culture change, and persisting and emerging problems. This course aims to help student better understand China. This course also teaches students how to search, use and evaluate information for their research in an increasingly digital and information-oriented world. Only one version of A GOG/A EAC 160 may be taken for credit.

**A GOG 200 Cultural Geography (3)**

This course explores key themes in cultural geography through a series of case studies relating to specific places, drawn from different regions of the world and from different time periods. These case studies provide contexts for examining key disciplinary concerns in cultural geography, including but not limited to culture itself, hearths of cultural innovation, processes of spatial diffusion, the creation of distinct spaces by culture groups, the spatial scales of culture, the meanings that groups assign to particular spaces, spatial interaction and cross-influences among cultures, the cultural elements of spatial behavior, territoriality, cultural conflict over space, and the changing meanings of places over time. Prerequisite(s): A GOG 102.

**A GOG 201 Environmental Analysis (3)**

Uses laboratory work and local field excursions to give students "hands-on" experience in physical geography and environmental sciences. Focuses on human impacts on the environment and on problems of environmental contamination. Only one version of A ENV/A GEO/A GOG 201 may be taken for credit. Offered fall semester only.

**A GOG 220 (= A USP 220) Introductory Urban Geography (3)**

Introductory survey of findings and theory of urban geography, which deals with the form and function of cities. Major themes include: history of urban form; spatial structure of modern urban systems; and the internal structure of the city, emphasizing social and economic patterns.

**A GOG 225/225Z (= A GLO 225/225Z & A USP 225/225Z) World Cities: Geographies of Globalization (3)**

This course takes a critical look at globalization and its impacts on cities around the world. Globalization includes an array of economic, cultural, and political forces that are effectively shrinking our world. The first part of the course focuses on the ways transnational movements or 'flows' of trade, finance, people and culture operate in and through a network of linked 'global' cities, the top tier of which function as the 'command and control' centers at the 'core' of the global economy. The second part of the course shifts attention to the global 'periphery' and to some of the lower tier cities

of the world's urban hierarchy: in Latin America, Africa, and Asia. The concern here will be to examine the local consequences of globalization in two overlapping realms. The first will involve looking for and at evidence of the less salutary effects of globalization forces in these cities: for example, higher levels of social and spatial inequality, deteriorating environmental and health conditions, diminished per-capita share of local resources and infrastructures, and cultural homogenization. The other realm will be an investigation of local activities that occur in response and as resistance to the pervasive forces of globalization. The goal here will be to document and evaluate the effectiveness of some of the local movements and organizations that have struggled for social justice in the face of what they perceive to be oppressive (global) economic and cultural forces. After taking A GOG/A GLO/A USP 225 students will be able to compare cities on the global 'periphery' with each other, as well as with those in the global 'core' to learn about and understand how some aspects of economic and cultural globalization play out and are adapted to 'on the ground' and to think critically about how people might effectively organize their thoughts and exercise their rights to the city in the era of globalization. A GOG/A GLO/A USP 225Z are the writing intensive versions of A GOG/A GLO/A USP 225; only one version of A GOG 225 may be taken for credit.

**T GOG 230 (= T EAC 230) Reform and Resistance in Contemporary China (4)**

The course provides a survey of economic and social change in reform-era China (1978-present), beginning with a broad review of the policies that have brought about such a monumental restructuring of the economy. In the later sections of the in-class discussion will focus on the human impacts of the reforms and the extent to which the Chinese people have been constrained in their struggles for a better life and a more just and equitable society. Readings and materials from other media (including contemporary film and literature) will be selected to illustrate some of the ways the Chinese people have been exerting agency in shaping their own fate and resisting the inevitable forces that seem likely to overwhelm them in the new era of free-wheeling capitalism. The classroom discussions will focus on specific case studies of resistance drawn from a variety of sites and a range of contexts in contemporary China, which will be discussed and analyzed in the context of social science theories about the nature of resistance and its outcomes. The course will present ideas and a body of literature that question and critique the dominant 'narrative of success' that currently pervades Western media and academic curricula. Formerly A EAC/A GOG 230H. Only one version of T GOG 230 may be taken for credit. Prerequisite(s): open to Honors College students only.

**A GOG 240 Patterns of American Immigration (3)**

This course provides a survey of immigration to the United States, focusing on key characteristics of immigrant groups and their cultures, in relation to both their places of origin and their destinations in this country.

**T GOG 244Y Global Population Debates (3)**

This course offers an in-depth introduction to the field of demography. Specially, it introduces main demographic concepts, theories and debates, offers an overview of world population pattern and regional variations, examines population processes and structure, and studies the impact of population on development and environment. Through case studies and debates, this course offers diverse demographic perspectives and tools (terminologies, methodologies and theories) to analyze population in both developed and developing countries. After taking this course, students should develop their own demographic perspective to facilitate their understanding of the world. Prerequisite(s): open to Honors College students only.

**A GOG 250/250Z (= A LCS 250/250Z) Geography of Latin America (3)**

An introduction to the geographical diversity of Latin America, reviewing the Continent's physical features, natural resources, societies, economies and politics, and relating them to its history and cultural traditions. Particular attention will be given to rural and urban living conditions, social and regional inequalities, population distribution, internal and international migration, and socioeconomic development issues. Only one version of A GOG 250 may be taken for credit.

**A GOG 260 (= A EAC 260 & A GLO 260) China in the Global Arena (3)**

An introduction to the development of China's modern economy and society. Focuses on the role and influence of China in contemporary global affairs. Emphasizes Chinese history and contemporary figures to explain China's relationship to the global economy and its responsibilities as an increasingly important contributor to global governance. Focuses on China's leadership, soft power, culture, industrialization, domestic innovation and participation in global trade, finance and politics. This multidisciplinary course helps students understand the dynamics of China's rapid economic growth over the last three decades, and how Chinese and Western scholars interpret the country's growing importance in the global political and economic system. Prerequisite(s): A EAC 150 or A EAC/A GOG 160 or A EAC 170 or permission of instructor.

**A GOG 270 (= A AFS 270) Geography of Africa (3)**

Geographic analysis of the continent of Africa. The diversity of the African continent will be stressed by examining its physical environment, resources, social, cultural, economic, and political systems. Emphasis upon the demographic as well as spatial planning aspects of geography. Only one version of A GOG 270 may be taken for credit.

**A GOG 290 Introduction to Cartography (4)**

An introductory course in the theory and techniques of map production. Reviews and discusses the elements of cartographic theory including the relationships between human perception and map symbology. Students will produce a series of hand-drafted maps over the duration of the course.

**A GOG 304 Climatology (3)**

Survey of the fundamentals of climate system. Particular attention is paid to the explanation rather than the description of atmospheric and oceanic processes. Emphasis is given to the application of concepts of environmental physics to selected natural objects: terrestrial planets, the World Ocean, continents, cities, vegetation, animals, and humans. Energy balance study at different temporal and spatial scales is used as a methodological tool to provide a better understanding of such concepts as the “greenhouse” effect, climate sensitivity, photosynthesis, the metabolism of animals, survival of humans in different climates, etc. Work on the Internet with remote weather stations and climate related resources is a part of the course project. Prerequisite(s): A GOG 101 or A ATM 103, or permission of instructor.

**A GOG 307 (= A USP 307) Geospatial Applications of Drones (3)**

Unmanned Aerial Systems (UAS), or drones, have been developing very fast lately. More such systems will be acquired by government and non-government agencies in the near future. The acquisition of a drone may be an easy thing to do but running and managing the system may prove to be challenging for an ordinary user without prior knowledge in this field. There is quite a large amount of information now available on the UAS. However, most of such information focuses on either the engineering aspect of the aircraft or its army applications. Very little information is available on the geo-spatial utilization of UAS. This course is designed as a guide to UAS. It provides an introduction to the technology and operations made possible by it. In the course students will learn about the history, anatomy, applications, and future trends in UAS. Students will walk through the entire process of running an UAS which includes selection of the platform and payload for aerial mapping, complying with current and anticipated rules for UAS operation, conducting an aerial survey and post-processing the acquired imagery.

**A GOG 310 (= A BIO 311 & U UNI 310) World Food Crisis (3)**

Interdisciplinary approach to understanding world food problems through analyses of social, political, economic, nutritional, agricultural, and environmental aspects of world hunger. Faculty from several departments in the sciences, humanities, and social and behavioral sciences present views from various disciplines. Only one version of may be taken for credit. Prerequisite(s): junior or senior standing, or permission of instructor.

**A GOG 321 (= A EAS 321 & A LCS 321) Exploring the Multicultural City (3)**

This course will explore the human dimensions and implications of ethnic diversity in the United States, focusing on New York City. The course utilizes a variety of methods to introduce students to the multicultural city, beginning in the classroom but ending with fieldwork in a specific New York neighborhood. Only one version may be taken for credit. Prerequisite(s): A GOG 102, 120 or 225, 125, 160, 220, or 240.

**A GOG 324 (= A USP 324) The City on Computer (3)**

An introduction to the use of geographic technology in studying urban features and patterns. The course provides a conceptual bridge between introductory courses in urban geography and specialized courses in geographic techniques. Students will acquire familiarity with relevant software, data sources and methods of analysis through regular computing laboratory assignments. Prerequisite(s): any two of the following: A GOG 125, 220, 225, A USP 201.

**A GOG 325 (= A GLO 325 & A USP 325) Global Urbanism and Culture**

This course explores contemporary debates on globalization, global urbanism and culture. It covers a series of themes central to cities, planning and public policy. These include among others: the role of culture in fostering multicultural cities, the relationships between urban sustainability and environmental planning, the geography of culture, the creative class, cultural industries, the arts and culture sector, local economies and place identity, cultural policies and urban regeneration programs, local and regional resilience networks, public space, local heritage, sense of belonging, community development, and global futures. Only one version of A GOG 325 may be taken for credit. Prerequisite(s): A GOG/A GLO/A USP 225.

**A GOG 327 (= A GLO 327) World Regions and Global Markets (3)**

Analyzes human development from the perspective of the world's major regions. Outlines the main political, economic, biogeographic, historical, geographical, food and linguistic-based divisions found among human societies. Summarizes the distinctiveness of the world's major regions and outlines the ways in which regions operate in today's global economy. Prerequisite(s): A GOG 102, A EAC/A GOG 160 or A GOG 225 or by permission of the instructor.

**A GOG 328 (= A USP 328 & A WSS 328) Gender, Space, and Place (3)**

Power relations and categories of social difference are reflected by dramatic inequalities in local environments, and in the quantity and quality of available space. This course examines, through the lenses of feminist geography and planning, how space is invested with social meaning. It discusses how the built environment affects and reflects relations of gender, sexuality, and ethnicity, and considers how these social classifications produce “geographies of difference.” Gender is also related to nationalism, colonialism, “geographic skills,” and feminist research methodologies. Only one version may be taken for credit. Prerequisite(s): A GOG/A USP 125, A USP 201, or permission of instructor. May not be offered in 2018-2019.

**A GOG 330 (= A USP 330) Principles of Environmental Management (3)**

Examines issues and problems arising from the interactions between humans and their physical environment. Explores the degradation of environmental systems resulting from human use and modification, as well as the impact of

environmental processes on human systems. The policy options for dealing with environmental issues and problems are investigated. Prerequisite(s): A GOG 101 and either A GOG 201 or A USP 201; or permission of instructor. May not be offered in 2018-2019.

**A GOG 344Y World Population (3)**

This course offers an in-depth introduction to the field of demography. Specially, it introduces main demographic concepts, theories and debates, offers an overview of world population pattern and regional variations, examines population processes and structure, and studies the impact of population on development and environment. Through case studies and debates, this course offers diverse demographic perspectives and tools (terminologies, methodologies and theories) to analyze population in both developed and developing countries. After taking this course, students should develop their own demographic perspective to facilitate their understanding of the world.

**A GOG 350 (= A EAC 350) Urban Development in China (3)**

Provides a comprehensive understanding of urban development in China. Reviews the history of urban development in China and examines the demographic, social, economic, and cultural dimensions of the urbanization process. Analyzes the emerging urban land and housing markets, and the changing urban landscape.

**A GOG 354 (= A LCS 354) Environment & Development (3)**

A survey of international development issues, focusing on the impact of economic growth, population growth, and increased consumption of natural resources on global and local environments. This course focuses primarily on the poorer countries of the world, and particularly on tropical environments. It discusses issues of deforestation, desertification, and increased vulnerability to man-made and natural hazards. Only one version of A GOG 354 may be taken for credit. Prerequisite(s): A GOG 101 or 102, or permission of instructor.

**A GOG 356 Geography of the United States (3)**

A systematic treatment of the physical, economic, and cultural geography of the United States; selected regional problems of land utilization and of geographic adjustments. Prerequisite(s): junior or senior standing, or permission of instructor.

**A GOG 360 (= A USP 360) Introduction to Geographic Information Systems (3)**

This is an introductory course to the world of Geographic Information Systems (GIS). The course introduces principles of GIS and their applications in spatial analysis and information management. The course is designed to give students an understanding of cutting-edge geo-spatial technologies, their capabilities, uses, and limitations. Representative applications for each discipline area are demonstrated in the computer laboratory portion.



**A GOG 364Y (= A GLO 364Y & A USP 364Y)****India: Development Debates (3)**

Analyzes the 20<sup>th</sup> and early 21<sup>st</sup> century development of India as a nation state, discussing the broad range of ideas and policy proposals relating to wealth, poverty, socio-economic development, urbanization, and nation-building. Reviews British colonial policies and attitudes, the ideas of important advocates of Indian Independence, the impact of partition, national self-reliance policies and national planning in the first three decades after Independence, and the more recent economic liberalizations and opening to the global market and transnational investment. Only one version may be taken for credit. Prerequisite(s): declared major or minor in Globalization Studies, Geography, Urban Studies & Planning, or minor in International Studies, or permission of instructor.

**A GOG 365/365Z Geography of Europe (3)**

Overview of the physical and human geography of Europe considered as a whole, followed by a more intensive discussion of selected topics on the Mediterranean countries, the British Isles, France, Germany, and the countries of east-central Europe from Scandinavia to the Balkans. Cultural, political, and economic issues will be emphasized, with analysis of contemporary matters in their historical context. Only one version of A GOG 365 may be taken for credit. Prerequisite(s): junior or senior standing, or permission of instructor.

**A GOG 366 (= A GLO 366) India: Field Study of Development Issues (3)**

A faculty-led field course requiring a minimum of three weeks full-time study in India. Broadens and deepens the agenda of A GOG/A GLO/A USP 364Y "India: Development Debates", examining urban and rural development issues in and around three major Indian cities. Each city will be home to the course for one week. Students will study major issues (e.g., the management of urban traffic flows, the organization of small-scale retailing, the redevelopment of poor neighborhoods, and the work of micro-business and social welfare NGO's) through a combination of direct observation, institutional visits, and conversations with local experts. Prerequisite(s): permission of instructor and the Center for International Education and Global Strategy.

**A GOG 375 (= A USP 375) Methods of Urban Analysis (3)**

This class will build a foundation for the larger field of statistical analysis and planning methodologies. Students will develop fundamental skills, such as data collection and presentation, descriptive analysis, and data interpretation. When the course successfully completed, students will be to identify different types of data, accurate present data in table and graphic format, describe and analysis data using statistic tools such as measures of central tendency and dispersion, conduct hypothesis testing, build confidence intervals and use these tools to analyze places. Prerequisite(s): A MAT 108 or equivalent.

**A GOG 390 Intermediate Cartography (3)**

Techniques of reproduction graphics with emphasis on map planning and construction. Utilization of half-tone, color-key, and other production processes as models of cartographic expression. Prerequisite(s): A GOG 290.

**A GOG 404 Topics in Physical Geography (1–4)**

In-depth examination of a significant topic in Physical Geography. May be repeated up to 9 credits when content varies. Prerequisite(s): A GOG 101 or permission of instructor.

**A GOG 405 Topics in Human Geography (1–4)**

In-depth examination of a significant topic in Human Geography. May be repeated up to 9 credits when content varies. Prerequisite(s): A GOG 102 or permission of instructor.

**A GOG 406 Topics in Geographic Information Systems (1–4)**

In-depth examination of a significant topic in Geographic Information Systems (cartography, GIS, remote sensing, global positioning, etc.) May be repeated up to 9 credits when content varies. Prerequisite(s): A GOG 290 for cartography topics; A GOG 496/A USP 456 for GIS topics; A GOG 385 for remote sensing topics; or permission of instructor.

**A GOG 407 Biogeography (3)**

The study of the distribution of organisms and adaptations to their environments, both in the past and present. This includes studies of all patterns of geographic variation in nature in species diversity and species distribution. Prerequisite(s): A GOG 101, A BIO 102, or A ENV 105, or equivalent.

**A GOG 414 Computer Mapping (3)**

Introduces the student to the fundamental techniques and applications of automated map production. Lectures include discussions of algorithm and program development as well as existing software packages. Students will also be introduced to current problems and research in automated map production. Covers a wide range of topics including but not limited to automated drafting, computer generated projections, coordinate systems and transformations, data structures, and discussions of algorithms for specific applications. Prerequisite(s): A GOG 290 or permission of instructor.

**A GOG 417 Geography Internships (3–6)**

Work in cartography, remote sensing, environmental, or other offices to gain pre-professional experience in applied geography. Carried out under the joint supervision of faculty and the host office. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. Prerequisite(s): permission of instructor. *S/U* graded.

**A GOG 422 GIS for Social Sciences (3)**

The objective of this course is to apply GIS techniques on social sciences. Specific goals are: (1) to provide students with an understanding of how GIS can be applied in social sciences; (2) to familiarize students with advanced GIS and modeling techniques; (3) to provide students

with hands-on experience in working with various data sources through a project related to their own research interest. Applications spread from typical themes in urban and regional analysis (e.g., trade area analysis, regional growth patterns, urban land use and transportation) to issues related to crime and health analyses. It also covers common tasks (e.g., distance and travel time estimation, spatial smoothing and interpolation, accessibility measures) and major issues (e.g., modifiable areal unit problem, rate estimate of rare events in small population, spatial autocorrelation) that are encountered in spatial analysis. Computer exercises with ArcGIS and R are designed to help students gain hands-on experience on the topics presented in lectures. Students are required to present and discuss assigned readings and develop an individual research project that applies geospatial methods in geographical problem solving. Prerequisites: A GOG 496/A PLN456, or equivalent. Students should have some basic GIS and statistical knowledge equivalent to one introductory GIS course and one elementary statistical course.

**A GOG 424 Landscape Ecology (3)**

Landscape ecology is a highly interdisciplinary field, which has its roots in geography and ecology, and has direct relevance to landscape planning and architecture. It deals explicitly with interactions between spatial pattern and ecological processes, including various human influences. This introduction course covers the basic concepts, principles, and methods of landscape ecology, as well as its important applications in nature conservation, resource management, and landscape design and planning. Prerequisites: a general ecology-focused course at the college level or permission of instructor.

**A GOG 427Y (= A USP 427Y) Human Factors in Geographic Information Science (3)**

Building on previously learned knowledge and skills of Geographic Information Systems (GIS), the course provides students with a further introduction to cognitive theories, designing principles, and evaluation methods that are related to GIS. As a very important aspect of geographic information science, human factors involving spatial cognition address the acquisition, processing, and utilization of spatial information and the use of them in decision making. The study of human factors not only contributes to a better understanding of the efficiency of geographical information systems but also informs the design and development of cognitively efficient applications. Students will be actively involved in the design of practical sessions that strengthens their understanding of cognitive principles in empirical design and assessments. Prerequisite(s): at least one of A GOG 106, A GOG 290, and A GOG 496 or permission of instructor.

**A GOG 430/430Z (= A USP 430/430Z) Environmental Planning (3)**

Environmental planning is much more than preservation of pristine land. Through the examination of environmental movements, energy policy, the land use-transportation

nexus, environmental justice, and environmental policy formation, at the end of this course, students will be able to: (1) identify how normative bias influences planning and policy choices; (2) describe major conflicts in environmental planning and policy; and (3) understand the relationship of scale and environmental planning/policy options. Only one version of A GOG 430 may be taken for credit. Prerequisite(s): A USP 201 or permission of instructor.

#### **A GOG 431 Climatic Change (3)**

The evolution of the global climate is explained through the analysis of feedback loops between different components of the climate system; atmosphere, oceans, living organisms, the carbon cycle, volcanic activity and changes in solar luminosity. Emphasis is placed on the study of climate sensitivity to global factors, and application of this knowledge to the forecast of future human-produced climatic changes. Prerequisite(s): A GOG 101 or A ATM 103, or permission of instructor.

#### **A GOG 433Y (= A USP 433Y) Urban Ecology (3)**

A major landmark has been crossed in the 21<sup>st</sup> century when humans became an “urban” species, *Homo sapiens urbanus*. Indeed, more than 50% of the world’s, and 80% of the U.S. population now resides in cities. The course addresses problems of understanding urban areas from the ecological viewpoint. Central to this understanding is the recognition that humans are organisms, but ones with unique capabilities of modifying the environment on multiple scales. A crucial concept to be introduced is the distinction between ecology in cities and ecology of cities. The former addresses how organisms (including humans) respond to and influence the physical and biological characteristics of cities. The latter studies the role of cities within broader geophysical and ecological processes such as global biogeochemical cycles, local and regional climates, patterns of biodiversity and organism movements, and ecological and social responses to disturbances. This course will look at both of these aspects through a theoretical lens of modern urban ecology. Urban areas are socio-ecological systems, a mosaic of landscapes, in which humans and their activities are a component of, rather than a disturbance imposed on, (urban) ecological systems. The approach taken in this course will be to facilitate students’ learning through a combination of lecture, discussion and practical homework exercises. Prerequisites: a general ecology-focused course at the college level or permission of instructor.

#### **A GOG 440 Political Geography (3)**

Examines the spatial character of political processes at the local, national and global scales. Major themes include: territory, identity, and the state; localism, regionalism, and separatism; colonialism and decolonization; geopolitics; and internal and international political conflicts.

#### **A GOG 442Z Geography of Religion (3)**

This course provides a detailed examination of the study of religion from the perspectives of human geography, focusing both of geographical insights into religion as a cultural

phenomenon and the ways in which the study of religion can provide insights into broader concerns within human geography. Key topics include the development of religious hearths, processes in the diffusion of religion, the role of place in the diversity within and among religious systems, religious efforts to exert cultural territoriality over secular space, and the meanings and uses of sacred space at various scales. The course will emphasize particular case studies, as appropriate. Prerequisite(s): A GOG 102 or permission of instructor.

#### **A GOG 447 (= A GLO 447) Development and Underdevelopment (3)**

An analytical survey of “Third World” development theories and the development strategies they inspire. Topics covered include traditional concepts of natural and human resources identification and use, geographic diffusion, modernization, and economic growth, as well as challenges to the prevailing ideas and practices such as dependency, sustainable development, and community empowerment. Only one version of A GOG 447 may be taken for credit. Prerequisite(s): junior or senior standing, or permission of instructor.

#### **A GOG 450 Independent Study in Geography (1–6)**

The student will work independently on a directed reading, field survey, or individual research project in geography. A member of the faculty will authorize and advise the project, which will be dimensioned in proportion to the number of credits being taken. The student will submit a final report for assessment. May be repeated up to 6 credits when content varies. Prerequisite(s): 9 credits in Geography, junior or senior class standing, and permission of instructor.

#### **A GOG 460 (= A USP 460) People, Place, and Power (3)**

This course will examine the relationships between current energy supplies and alternatives that are renewable and more environmentally sustainable. It begins with defining energy then turns to an analysis of the economic, social, political, and technological factors that determine the potential a carbon free energy future. At the end of this course, students will be able to 1) identify how normative bias influences planning and policy choices; 2) describe major conflicts in energy planning and policy; and 3) understand the differences between physical/technological barriers versus economic/political impediments to sustainable energy planning/policy options.

#### **A GOG 470Z (= A EAC 470Z) China After Deng Xiaoping (3)**

This course examines some of the issues associated with modernization and economic development in Post-Deng Xiaoping China. The course focuses on the era of economic reform associated with Deng, and is particularly concerned with the social, spatial, and political ramifications of China’s entry into the global economy. Only one version of A GOG 470Z may be taken for credit. Prerequisite(s): any of the following: A EAC 170, A GOG 102, 160, or 220.

#### **A GOG 479 Fundamentals of Applied Global Positioning Systems (GPS) (3)**

This course introduces students to the fundamentals of global positioning system technology as applied to the geosciences. Topics include background and history, signal structure, resolution, accuracy, data collection techniques, basic geodesy, projections and data, and applications. Field work and lab exercises complement lecture material.

#### **A GOG 480 (= A USP 480) Advanced Urban Geography (3)**

Explores some of the theoretical debates and empirical research conducted by geographers and planners interested in the contemporary city. Adopts a political/economy approach to the investigation of social problems currently pervasive in the capitalist city, including: inner city poverty and the underclass, homelessness, gender-related issues, racial segregation, and crime problems. Prerequisite(s): A GOG 102, 210, or 220.

#### **A GOG 484 (formerly A GOG 385) Remote Sensing I (3)**

Introduction to the concepts and interdisciplinary applications of remote sensing. The basic principles of theory and practice are presented for earth resource management. Photographic and non-photographic sensors are examined. Visual and digital image analysis techniques are introduced. Students will interpret color infrared, multispectral, and other sensor imagery for a variety of purposes. May not be taken by students with credit for A GOG 385. Prerequisite(s): junior or senior standing, or permission of instructor.

#### **A GOG 485 Remote Sensing II (3)**

Examination of current concepts and research in digital image analysis with emphasis on multispectral and radar data sets. Students will utilize a variety of data sources including optical and digital imagery, maps, census data, ground surveys, and other GIS data layers in completing an interpretation and analysis of selected geoscience aspects of environmental concern. Methods and importance of accuracy assessment are introduced. Prerequisite(s): A GOG 484 or equivalent, or permission of instructor.

#### **A GOG 492 Geography Internship (3)**

An internship enabling students to extensively use their geographic knowledge and skill in a professional setting. Students need to provide detailed responsibilities and requirements for the internship for the approval of their advisor, and arrange for the supervisor of their proposed Internship to discuss it with their advisor, before registering for the Capstone Experience. At the end of the internship, students need to submit a report to position their internship experience in the broader context of geographic debates and paradigms, which must be approved by the advisor. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. Prerequisite(s): completion of all required geography core courses and at least two advanced courses in the cluster that it is related to the Capstone Experience, or permission of the advisor. S/U graded.

**A GOG 493 Geographic Thought (3)**

This is the capstone course of the Geography Major. It offers an historical, integrative view of the origin, development, and content of geography, with emphasis on geography as a university-level discipline in the United States. The class will consider the contributions of prominent figures both as innovators and as creatures of their social and intellectual contexts. The class will be taking an historical view with appropriate emphasis on contemporary questions, and will engage with the philosophical reflection and critique that characterize modern geography. Students will note lasting themes and unities in the discipline across time and across sub disciplines, identify revolutionary changes, examine important debates, and ask what geography's future may be like. Prerequisite(s): A GOG 101, 102, and 106, and junior or senior standing.

**A GOG 496 (= A USP 456) Geographic Information Systems (3)**

Introduction to the structure, design, and application of data base management systems designed to accept large volumes of spatial data derived from various sources. The student will learn how to efficiently store, retrieve, manipulate, analyze, and display these data according to a variety of user-defined specifications. Prerequisite(s): familiarity with maps and coordinate systems.

**A GOG 498 (= A USP 457) Advanced GIS (3)**

Introduces students to ARC/INFO, a geographic information system (GIS) with extensive analytical and cartographic components. Students will use ARC/INFO to compile and analyze data for selected research projects in Geography and Planning. Major topics include data conversion procedures, registration and rectification of digital data, spatial statistical analysis, and cartographic display. Prerequisites: A GOG 496/A USP 456 or equivalent courses.

**A GOG 499 Senior Honors Thesis (3)**

Preparation of an honors thesis under the direction of a member of the Department of Geography and Planning. The student must submit a formal proposal describing the project, and the final thesis must be approved by both the adviser and the Honor's Committee. Prerequisite(s): admission to the honors program.

**Courses in Urban Studies and Planning****A USP 106 (= A GOG 106)****Introduction to Geospatial Technologies (3)**

This course aims to provide students with fundamental concepts related to the major aspects of Geographic Information Science: Geographic Information Systems, Global Positioning Systems, Cartography, and Remote Sensing. It will serve as an entry level course to introduce students who would like to have a broader perspective on GIS-related technologies and practical skills further in their studies or practices regardless of their majors. It also serves the role of preparing students for more specific courses such as Introduction to GIS, Introduction to Remote Sensing, Introduction to Cartography,

and Introduction to GPS, and consequently advanced courses in those areas within this department. For students who are not pursuing further geographic information related courses, the techniques introduced in this class such as spatial analysis and map making will be powerful tools for students to apply in their further study or practices in domains such as business administration, social sciences, humanities, as well as emergency preparedness.

**A USP 125 (= A GOG 125) The American City (3)**

Provides a broad introduction to American urbanism from a geographical-historical perspective, focusing on spatial forms and the built environment, the social and economic processes that produced them, and their contested cultural meanings. Surveys the legacies of industrialization, immigration, planning interventions, and the struggles for rights by minorities and women, and poses questions about our urban future in an age of globalization, information technology, and environmental crisis.

**A USP 201 (formerly A PLN 220)****Introductory Urban Planning (3)**

Introduces the basic concepts and techniques of urban planning and provides an overview of planning history. Covers land use, transportation, environment, urban design, economic development, and social issues. Explores the connections between planning and politics, economic restructuring, social change, and competing ideologies of urban form.

**A USP 220 (= A GOG 220) Introductory Urban Geography (3)**

Introductory survey of findings and theory of urban geography, which deals with the form and function of cities. Major themes include: history of urban form; spatial structure of modern urban systems; and the internal structure of the city, emphasizing social and economic patterns.

**A USP 225/225Z (= A GOG 225/225Z****& A GLO 225/225Z) World Cities: Geographies of Globalization (3)**

This course takes a critical look at globalization and its impacts on cities around the world. Globalization includes an array of economic, cultural, and political forces that are effectively shrinking our world. The first part of the course focuses on the ways transnational movements or 'flows' of trade, finance, people and culture operate in and through a network of linked 'global' cities, the top tier of which function as the 'command and control' centers at the 'core' of the global economy. The second part of the course shifts attention to the global 'periphery' and to some of the lower tier cities of the world's urban hierarchy: in Latin America, Africa, and Asia. The concern here will be to examine the local consequences of globalization in two overlapping realms. The first will involve looking for and at evidence of the less salutary effects of globalization forces in these cities: for example, higher levels of social and spatial inequality, deteriorating environmental and health conditions, diminished per-capita share of local resources and infrastructures, and cultural homogenization. The other realm will be an investigation

of local activities that occur in response and as resistance to the pervasive forces of globalization. The goal here will be to document and evaluate the effectiveness of some of the local movements and organizations that have struggled for social justice in the face of what they perceive to be oppressive (global) economic and cultural forces. After taking A GOG/GLO/USP 225 students will be able to compare cities on the global 'periphery' with each other, as well as with those in the global 'core' to learn about and understand how some aspects of economic and cultural globalization play out and are adapted to 'on the ground' and to think critically about how people might effectively organize their thoughts and exercise their rights to the city in the era of globalization. A GOG/A GLO/A USP 225Z are the writing intensive versions of A GOG/A GLO/A USP 225; only one version of A USP 225 may be taken for credit.

**A USP 307 (= A GOG 307) Geospatial Applications of Drones (3)**

Unmanned Aerial Systems (UAS), or drones, have been developing very fast lately. More such systems will be acquired by government and non-government agencies in the near future. The acquisition of a drone may be an easy thing to do but running and managing the system may prove to be challenging for an ordinary user without prior knowledge in this field. There is quite a large amount of information now available on the UAS. However, most of such information focuses on either the engineering aspect of the aircraft or its army applications. Very little information is available on the geo-spatial utilization of UAS. This course is designed as a guide to UAS. It provides an introduction to the technology and operations made possible by it. In the course students will learn about the history, anatomy, applications, and future trends in UAS. Students will walk through the entire process of running an UAS which includes selection of the platform and payload for aerial mapping, complying with current and anticipated rules for UAS operation, conducting an aerial survey and post-processing the acquired imagery.

**A USP 315Z (formerly A PLN 315Z) State and Regional Planning (3)**

Reviews the theory and practice of state and regional planning in the United States, evaluating a range of contemporary examples. Covers metropolitan regional planning, river basin planning, regional water resource management, state planning and growth management, and environmental impact assessment. Prerequisite(s): A USP 201.

**A USP 320 (formerly A PLN 320) (= A GLO 320) International Urban Planning (3)**

Provides a general introduction to urban planning as it is practiced in various countries around the world, covering both developed and developing countries. Reviews the major challenges to urban planning posed by rapid urbanization, economic growth, and growing socio-economic inequalities. Presents planning case studies of specific cities and the major challenges that they face. Reviews the planning issues and potential solutions associated with downtown

growth and revitalization, suburbanization, and the formation of major urban agglomerations. Prerequisite(s): A USP 201 or A GLO/A GOG/A USP 225 or permission of instructor.

**A USP 324 (= A GOG 324) The City on Computer (3)**

An introduction to the use of geographic technology in studying urban features and patterns. The course provides a conceptual bridge between introductory courses in urban geography and specialized courses in geographic techniques. Students will acquire familiarity with relevant software, data sources and methods of analysis through regular computing laboratory assignments. Prerequisite(s): any two of the following: A GOG/A USP 125, 220, 225, A PLN 220, A USP 201.

**A USP 325 (= A GOG 325 & A GLO 325)**

**Global Urbanism and Culture (3)**

This course explores contemporary debates on globalization, global urbanism and culture. It covers a series of themes central to cities, planning and public policy. These include among others: the role of culture in fostering multicultural cities, the relationships between urban sustainability and environmental planning, the geography of culture, the creative class, cultural industries, the arts and culture sector, local economies and place identity, cultural policies and urban regeneration programs, local and regional resilience networks, public space, local heritage, sense of belonging, community development, and global futures. Only one version of A USP 325 may be taken for credit. Prerequisite(s): A USP/A GOG/A GLO 225.

**A USP 328 (formerly A PLN 328) (= A GOG 328 & A WSS 328) Gender, Space, and Place (3)**

Power relations and categories of social difference are reflected by dramatic inequalities in local environments, and in the quantity and quality of available space. This course examines, through the lenses of feminist geography and planning, how space is invested with social meaning. It discusses how the built environment affects and reflects relations of gender, sexuality and ethnicity, and considers how these social classifications produce “geographies of difference.” Gender is also related to nationalism, colonialism, “geographic skills,” and feminist research methodologies. Only one version may be taken for credit. Prerequisite(s): A GOG/A USP 125 or A USP 201, or permission of instructor. May not be offered in 2018-2019.

**A USP 330 (formerly A PLN 330Y) (= A GOG 330) Principles of Environmental Management (3)**

Examines issues and problems arising from the interactions between humans and their physical environment. Explores the degradation of environmental systems resulting from human use and modification, as well as the impact of environmental processes on human systems. The policy options for dealing with environmental issues and problems are investigated. Only one version of A USP 330Y may be taken for credit. Prerequisite(s): A GOG 101 and either A GOG 201 or A USP 201; or permission of instructor. May not be offered in 2018-2019.

**A USP 360 (= A GOG 360) Introduction to Geographic Information Systems (3)**

This is an introductory course to the world of Geographic Information Systems (GIS). The course introduces principles of GIS and their applications in spatial analysis and information management. The course is designed to give students an understanding of cutting-edge geospatial technologies, their capabilities, uses, and limitations. Representative applications for each discipline area are demonstrated in the computer laboratory portion.

**A USP 364Y (= A GLO 364Y & A GOG 364Y)**

**India: Development Debates (3)**

Analyzes the 20<sup>th</sup> and early 21<sup>st</sup> century development of India as a nation state, discussing the broad range of ideas and policy proposals relating to wealth, poverty, socio-economic development, urbanization, and nation-building. Reviews British colonial policies and attitudes, the ideas of important advocates of Indian Independence, the impact of partition, national self-reliance policies and national planning in the first three decades after Independence, and the more recent economic liberalizations and opening to the global market and transnational investment. Only one version may be taken for credit. Prerequisite(s): declared major or minor in Globalization Studies, Geography, Urban Studies & Planning, or minor in International Studies, or permission of instructor.

**A USP 375 (formerly A PLN 375) (= A GOG 375) Methods of Urban Analysis (3)**

This class will build a foundation for the larger field of statistical analysis and planning methodologies. Students will develop fundamental skills, such as data collection and presentation, descriptive analysis, and data interpretation. When the course is successfully completed, students will be able to identify different types of data, accurately present data in table and graphic format, describe and analyze data using statistical tools such as measures of central tendency and dispersion, conduct hypothesis testing, build confidence intervals and use these tools to analyze places. Prerequisite(s): A MAT 108 or equivalent.

**A USP 420 (formerly A PLN 420)**

**Introduction to Real Estate Development (3)**

An introduction to the basics of real estate development as an important element in the physical, economic, and social development of cities. Emphasis is placed on market analysis, proforma development for capital and operating costs, and sources of funds for residential real estate, with a focus on affordable housing. Prerequisite(s): A USP 201 or permission of instructor.

**A USP 425 (formerly A PLN 425) Community Development and Neighborhood Planning (3)**

Examines the challenges and opportunities of neighborhood and community planning, with an emphasis on older cities and neighborhoods. Assesses the relationship between neighborhood decline and other problems and obstacles faced by urban areas (e.g., concentrated poverty, loss of employment opportunities, discrimination and red-lining, fiscal disparities, etc.) Case studies of neighborhood and

community development initiatives in various American cities are examined to explore the causes and consequences of neighborhood decline, and possible strategies for reversing community decline. Prerequisite(s): A GOG/A USP 125 or A USP 201.

**A USP 426 (formerly A PLN 426)**

**Community Development and Neighborhood Planning Workshop (1-4)**

Provides students an opportunity to obtain “real world” experience assisting a local community or neighborhood group. Students work under supervision on both team and individual projects that address specific needs of communities (e.g. housing, education, public safety, transportation, health) in the Capital District. Prerequisite(s): A USP 425. May not be offered in 2018-2019.

**A USP 427Y (= A GOG 427Y) Human Factors in Geographic Information Science (3)**

Building on previously learned knowledge and skills of Geographic Information Systems (GIS), the course provides students with a further introduction to cognitive theories, designing principles, and evaluation methods that are related to GIS. As a very important aspect of geographic information science, human factors involving spatial cognition address the acquisition, processing, and utilization of spatial information and the use of them in decision making. The study of human factors not only contributes to a better understanding of the efficiency of geographical information systems but also informs the design and development of cognitively efficient applications. Students will be actively involved in the design of practical sessions that strengthens their understanding of cognitive principles in empirical design and assessments. Prerequisite(s): at least one of A GOG 106, A GOG 290, and A GOG 496 or permission of instructor.

**A USP 430/430Z (formerly A PLN 430/430Z) (= A GOG 430/430Z) Environmental Planning (3)**

Environmental planning is much more than preservation of pristine land. Through the examination of environmental movements, energy policy, the land use-transportation nexus, environmental justice, and environmental policy formation, at the end of this course, students will be able to: (1) identify how normative bias influences planning and policy choices; (2) describe major conflicts in environmental planning and policy; and (3) understand the relationship of scale and environmental planning/policy options. Only one version of A USP 430 may be taken for credit. Prerequisite(s): A USP 201 or permission of instructor.

**A USP 432 (formerly A PLN 432) Parks, Preservation and Heritage Planning (3)**

Provides an overview of the concepts, laws, political influences, programs, planning methodologies, organizations, and individuals behind the parks, historic preservation, and heritage movements in the U.S. Examines how the preservation and conservation of natural, historic and cultural resources are interrelated and may be used as a means to augment the distinctive character of communities and regions, to foster

local pride, and to promote tourism and economic development. Examples of traditional state, local and national parks and historic sites, as well as non-traditional and “inhabited” parks, such as greenways, heritage areas, land trusts, and scenic byways, are studied.

#### **A USP 433Y (= A GOG 433Y) Urban Ecology (3)**

A major landmark has been crossed in the 21<sup>st</sup> century when humans became an “urban” species, *Homo sapiens* “urbanus.” Indeed, more than 50% of the world’s, and 80% of the U.S. population now resides in cities. The course addresses problems of understanding urban areas from the ecological viewpoint. Central to this understanding is the recognition that humans are organisms, but ones with unique capabilities of modifying the environment on multiple scales. A crucial concept to be introduced is the distinction between ecology in cities and ecology of cities. The former addresses how organisms (including humans) respond to and influence the physical and biological characteristics of cities. The latter studies the role of cities within broader geophysical and ecological processes such as global biogeochemical cycles, local and regional climates, patterns of biodiversity and organism movements, and ecological and social responses to disturbances. This course will look at both of these aspects through a theoretical lens of modern urban ecology. Urban areas are socio-ecological systems, a mosaic of landscapes, in which humans and their activities are a component of, rather than a disturbance imposed on, (urban) ecological systems. The approach taken in this course will be to facilitate students’ learning through a combination of lecture, discussion and practical homework exercises. Prerequisites: a general ecology-focused course at the college level or permission of instructor.

#### **A USP 436 (formerly A PLN 436)**

##### **Landscape Planning (3)**

Explores the theory and practice of large-scale landscape planning and examines issues of human use, exploitation, and protection of the landscape. Draws from the practice of landscape architecture and community planning and outlines the principles of environmentally-based land-use planning. Prerequisite(s): junior or senior standing, and A USP 201 and A GOG 101, or equivalent courses. May not be offered in 2018-2019.

#### **A USP 437 (formerly A PLN 437)**

##### **Landscape Planning Workshop (3–4)**

Creation of a landscape plan for a local or regional agency or nonprofit. Plan will balance protection of the natural and cultural environment with the need for human uses of the landscape including community growth and development. Draws from the practice of landscape architecture and community planning, and includes field research, community consultation, report writing, and mapping. Students serve as team members in the preparation of the plan. Prerequisite(s): junior or senior standing, A USP 201 and A GOG 101, or equivalents, and GIS (A GOG 496/A USP 456 or proficient ArcView or MapInfo user skills). May not be offered in 2018-2019.

#### **A USP 443 (formerly A PLN 443)**

##### **Transportation History and Policy (3)**

This course examines the history of transport systems and policy in the United States. The primary focus is to develop a better understanding of the political and social forces that influence decision-making at the federal, state, and local levels. The role of citizen/stakeholder group interests and participation are examined. Prerequisite(s): A USP 201 or permission of the instructor.

#### **A USP 449 (formerly A PLN 449) Bicycle and Pedestrian Transportation Planning (3)**

Covers planning, design, implementation, and management of systems of non-motorized transportation, particularly the ‘human-powered’ modes of bicycling and walking. Involves students in the design of bikeways, walkways, intersections and parking facilities, and in the evaluation of alternative transportation technologies. Prerequisite(s): A USP 201 or permission of instructor.

#### **A USP 451 (formerly A PLN 451)**

##### **Introductory Computer Aided Design (1)**

Provides an introduction to Computer Aided Design and Drafting (CADD), enabling students to understand the basic principles of CADD and to use CADD software.

#### **A USP 452 (formerly A PLN 452)**

##### **CADD in Planning (3)**

Applies the concepts and theories underlying Computer Aided Design and Drafting (CADD) to site planning, urban design, and land-use mapping, including 2D concept diagrams, site plan detail and 3D perspectives. Also reviews rendering, 4D applications, visualization, and CADD management.

#### **A USP 456 (formerly A PLN 456) (= A GOG 496)**

##### **Geographic Information Systems (3)**

Introduction to the structure, design, and application of data base management systems designed to accept large volumes of spatial data derived from various sources. The student will learn how to efficiently store, retrieve, manipulate, analyze, and display these data according to a variety of user-defined specifications. Only one version of A USP 456 may be taken for credit. Prerequisite(s): familiarity with maps and coordinate systems.

#### **A USP 457 (= A GOG 498) Advanced GIS (3)**

Introduces students to ARC/INFO, a geographic information system (GIS) with extensive analytical and cartographic components. Students will use ARC/INFO to compile and analyze data for selected research projects in Geography and Planning. Major topics include data conversion procedures, registration and rectification of digital data, spatial statistical analysis, and cartographic display. Prerequisites: A GOG 496/A USP 456 or equivalent courses.

#### **A USP 460 (formerly A PLN 460) (= A GOG 460)**

##### **People, Place, and Power (3)**

This course will examine the relationships between current energy supplies and alternatives that are renewable and more environmentally sustainable. It begins with defining energy

then turns to an analysis of the economic, social, political, and technological factors that determine the potential a carbon free energy future. At the end of this course, students will be able to 1) identify how normative bias influences planning and policy choices; 2) describe major conflicts in energy planning and policy; and 3) understand the differences between physical/technological barriers versus economic/political impediments to sustainable energy planning/policy options.

#### **A USP 474 (formerly A PLN 474) Site Planning (3)**

This course is designed as a workshop for students to be introduced to the practical aspects of site planning — a specific site in the region is studied and plans developed for future new use or renewal of the site. Experience is gained in recording site conditions, use; influence of microclimate, landform; condition of existing building on the site and adjacent to it. The site is analyzed for future potential within the context of existing community policies and regulations. Alternative proposals for future use are drawn up and evaluated for appropriateness, context, and design quality. During the course students will record, photograph, annotate site information, draw up plans to scale, develop a concise planning report incorporating data, analysis, and plan. Team work is encouraged, with small teams organized to develop projects.

#### **A USP 475 (formerly A PLN 475) Urban Design and Public Space (3)**

Urban design focuses on “the space between the buildings.” Effective treatment of this space in projects and their environs is important for a host of aesthetic, social, and functional reasons, but above all because it is linked to something more abstract and more important: the public realm of civil, political, and social interaction. This course provides a broad theoretical introduction to urban design and public space integrating three perspectives: historical patterns and practices in architecture and planning; findings in the social and behavioral sciences relevant to small urban spaces; and contemporary design criteria and practice. Analytical writing, design proposals, and a field trip are required. This course serves as a capstone for the Urban Studies and Planning Program. Prerequisite(s): A GOG/A USP 125 or A GOG/A USP 220 or A USP 201.

#### **A USP 476 (formerly A PLN 476) Urban Design and Site Planning Workshop (1–4)**

Involves students in supervised team projects doing practical urban design and/or site planning work. Through investigation, fieldwork, and discussion, student groups prepare proposals for the design and layout of a specific site or axis. Prerequisite(s): A USP 201.

#### **A USP 480 (= A GOG 480) Advanced Urban Geography (3)**

Explores some of the theoretical debates and empirical research conducted by geographers and planners interested in the contemporary city. Adopts a political/economy approach to the investigation of social problems currently pervasive in the capitalist city, including: inner city poverty and the underclass, homelessness, gender-related issues, racial segregation; and

crime problems. Prerequisite(s): A GOG 102 or A GOG 210 or A GOG/A USP 220.

**A USP 485 (formerly A PLN 485)**

**Topics in Planning (1–4)**

Selected topics in specific sub-fields of planning. Topics will be indicated in the course schedule and in departmental announcements. May be repeated once for credit. Prerequisite(s): A USP 201, and junior or senior standing.

**A USP 490 (formerly A PLN 490)**

**Planning Internship (3)**

Provides students with practical work experience in the general field of urban and regional planning. Internship placements are typically with federal, state, or local government agencies, consultancy firms, community development corporations, or private voluntary or political action groups specializing in a specific sub-field relating to planning. Supervisor's reference and final report required. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. May be repeated once for credit. Prerequisite(s): A USP 201 and permission of instructor. *S/U* graded.

**A USP 497 (formerly A PLN 497)**

**Independent Study in Planning (2–4)**

Provides an opportunity for students with a strong interest in a specific topic or sub-field in urban and regional planning to do directed reading, independent study or research with faculty supervision. May be repeated once for credit when content varies, but not for more than a total of 6 credit hours. Prerequisite(s): A USP 201, and junior or senior standing.

## Program in Globalization Studies

### Globalization Studies Faculty Advisory Committee

*Distinguished Professor*

Kajal Lahiri, Ph.D. (Economics)  
University of Rochester

*Professors*

Ray Bromley, Ph.D.  
(Geography and Planning)  
Cambridge University

Walter Little, Ph.D. (Anthropology)  
University of Illinois

*Associate Professors*

Bret Benjamin, Ph.D. (English)  
University of Texas at Austin

Anthony DeBlasi, Ph.D.  
(East Asian Studies)  
Harvard University

Joanna Dreby, Ph.D. (Sociology)  
City University of New York

Kristen Hessler, Ph.D. (Philosophy)  
University of Arizona

Robert L. Miller Jr., Ph.D.  
(Social Welfare)  
Columbia University

Gregory P. Nowell, Ph.D.  
(Political Science)

Massachusetts Institute of Technology  
Barbara Sutton, Ph.D. (Women's,  
Gender and Sexuality Studies)

University of Oregon  
Meredith Weiss, Ph.D. (Political Science)  
Yale University

*Assistant Professor*

Thomas P. Narins, Ph.D.  
(Geography and Planning)  
University of California, Los Angeles

*Adjunct Assistant Professor*

Puja Sahney, Ph.D. (Program in  
Writing and Critical Inquiry)  
Indiana University, Bloomington

The Globalization Studies Program offers a Bachelor of Arts in Interdisciplinary Studies with a faculty-initiated concentration in Globalization Studies, designed for students seeking a liberal arts education that focuses on major global issues. Students will gain a systematic awareness of the global forces and processes that shape our lives, and they will study and discuss major global issues and problems. A minor in Globalization Studies is also available.

“Globalization” is a relatively new term to describe economic, social, political, cultural, and environmental processes and interactions among peoples and nations around the world. These interactions have been occurring for thousands of years. What is different in the 21<sup>st</sup> century is the degree, scope, and intensity of interdependence and interconnectedness that the human community is experiencing globally. These interactions are facilitated by dramatic changes in information technologies, the integration of the world economy, and the reconfiguration of many regions and nations.

From upstate New York to the highlands of Ethiopia, from the flourishing urban centers of China to the endangered habitat of the Amazonian rain forest, globalization processes interconnect livelihoods and communities and are restructuring power and social interactions in a myriad of unforeseen and unexpected ways. Through migration, trade, new technologies, global environmental and health problems, the flow of capital, music, viruses, and cultures across borders, human communities are facing new types of challenges, opportunities, and perils.

In order to explore the many ways in which our lives and our future are becoming increasingly interconnected, the major promotes interdisciplinary active learning and introduces innovative forms of

teaching, scholarship, and service that focus on transnational links. Concepts of diversity and multiculturalism are examined and applied across the world.

The Interdisciplinary Studies major with a Globalization Studies concentration helps prepare students for a wide range of internationally-related careers in business, non-profits, government, education, the media, international organizations, international development agencies, and the U.S. foreign service. Intercultural skills and knowledge of global issues are crucial to success in many professions. Examples of applications include: the promotion of international trade, investment and tourism; the management of social development programs for international migrants and refugees; research on the social and environmental impacts of major transnational investment projects; and, the design and management of programs to protect local economies, cultures and ecosystems from the negative impacts of globalization.

Students pursuing Globalization Studies are encouraged, though not required, to study abroad as part of their undergraduate education at the University at Albany. Pertinent courses taken during study abroad will be evaluated to determine whether they are appropriate in level and content to be deemed equivalent to courses listed in the Globalization Studies curriculum.

### Advisement

The Department of Geography and Planning takes primary responsibility for advising students pursuing this major as well as the minor in Globalization Studies, and one of the Globalization Studies faculty members in that department serves as the Director. All majors must consult the Director at least once per semester. With the agreement of the Globalization Studies Director, other Globalization Studies faculty may also serve as advisors to majors.

### Curriculum

The Globalization Studies concentration enables students to take a variety of courses focusing on the comprehensive and multidisciplinary analysis of globalization processes. It prepares students to “think globally” by providing them with an undergraduate education that responds effectively to today’s global interconnectedness and fosters a thorough knowledge and a critical understanding of the social, economic, cultural, political, and environmental forces that are reshaping the lives of peoples and nations around the world.

**Degree Requirements:  
Bachelor of Arts in  
Interdisciplinary Studies with  
a faculty-initiated concentration  
in Globalization Studies**

**General Program B.A.:** a minimum of 36 credits, distributed in the following way:

**Core Requirements: 9 credits:** A GLO 103 Perspectives on Globalization; A GLO/A GOG/A USP 225 World Cities: Geographies of Globalization; and A GLO 303/R POS 309 Theoretical Perspectives on Globalization (formerly A GLO 203).

**Disciplinary Perspectives: 9 credits, 1** course from each of the following 3 areas:

***Economic Processes***

A ECO 110 Principles of Economics I: Microeconomics  
A ECO 111 Principles of Economics II: Macroeconomics  
A ECO 130 Developing Economies  
R POS 266 International Political Economic Crises

***Political, Cultural, and Social Processes***

A ANT 108 Cultural Anthropology  
A GOG 102 Introduction to Human Geography  
A SOC 200 Political Sociology  
R POS 102 Comparative and International Politics  
R POS 370 International Relations: Theory  
R POS 371 International Relations: Practice

***Environmental Analysis***

A ANT 119 The City and Human Health  
A ATM 100 The Atmosphere  
A ATM 107 The Oceans  
A BIO 230 People and Resources in Ecological Perspective  
A GOG 101 Introduction to the Physical Environment

**Global Perspectives: 9 upper level credits,** with no more than 2 courses from a department, from the following:

A ANT 355 Environment, Economy, and Culture  
A ANT 360 Social Anthropology  
A ANT 372 Urban Anthropology  
A ANT 418 Culture, Environment, and Health  
A BIO 401 Ecology  
A ECO 330 Economics of Development  
A ECO 360 International Economic Relations

A ECO 385 Environmental Economics  
A ENG 372 Transnational Literature  
A ENG 460 Topics in Transnational Studies  
A GLO 305 Topics in Globalization Studies  
A GLO 325 (= A GOG/A USP 325) Global Urbanism and Culture  
A GLO 327 (= A GOG 327) World Regions and Global Markets  
A GLO 350 (= E APS 350) Leadership in the International Arena  
A GLO 376 (= A ANT 376) Global Ethnography  
A GLO 402 Globalization Studies Internship  
A GLO 447 (= A GOG 447) Development and Underdevelopment  
A GOG 304 Climatology  
A GOG 344 World Populations  
A GOG 440 Political Geography  
A LCS 359 Globalization in the Americas  
A LCS 374 International Migration and Transnationalism  
A LCS 410 Tourism, Culture, and Identities  
A PHI 355 Global Justice  
A USP 320 (= A GLO 320) International Urban Planning  
A WSS 308 Global Perspectives on Women  
A WSS/A LCS 430 Environmental Justice: Racism, Classism, Sexism  
H SPH 321 Global Environmental Issues and their Effect on Human Health  
R POS 375 International Organization  
R POS/R PUB 395 International Political Economy  
R POS 474 Politics of International Migration

**Regional Foci: 6 credits, 1** course from 2 of the 4 four following major world regions:

***Africa***

A AFS/A GOG 270 Geography of Africa  
A AFS/A HIS 286 African Civilizations  
A AFS/A HIS 287 Africa in the Modern World  
A AFS 322 Developing African Nations  
A AFS/A HIS 386 Race and Conflict in South Africa  
A GLO 360 African Perspectives on Globalization  
R POS 355 Government and Politics in Sub-Saharan Africa

***Asia and the Middle East***

A EAC/A HIS 380 History of China II  
A EAJ/A HIS 385 History of Japan II  
A EAJ 438 World War II: The Japanese View

A EAS/A WSS 270 Women in East Asian Literature  
A ECO/A EAS 362 Economies of Japan and Korea  
A GOG/A EAC 160 China in the Post-Utopian Age  
A GOG/A GLO/A EAC 260 China in the Global Arena  
A GOG/A EAC 350 Urban Development in China  
A GOG/A GLO/A USP 364Y India: Development Debates  
A GOG/A GLO 366 India: Field Study of Development Issues  
A GLO 361 Asian & Middle Eastern Perspectives on Globalization  
A HIS 378 History of South Asian Civilization II  
A HIS 382 History of the Middle East II  
A HIS 383 The Arab-Israeli Conflict in Historical Perspective  
R POS 367 Politics of the Middle East  
R POS/A EAC 373 Government and Politics in the People's Republic of China  
R POS 377 Politics of Southeast Asia

***Europe and North America***

A AFS 219 Introduction to African/African American History  
A AFS 311 History of Slavery in the Western Hemisphere  
A ENG 355 Studies in Film  
A ENG/A WSS 362 Critical Approaches to Gender and Sexuality in Literature  
A ENG/A WSS 366 Critical Approaches to Ethnicity in Literature  
A ENG 369 African American Literature  
A ENG 374 Cultural Studies  
A FRE 218 Contemporary France  
A FRE/A ARH 238 Great Classics of French Cinema  
A FRE 341 Introduction to Global French Studies  
A GLO 362 Euro-American Perspectives on Globalization  
A HIS 312 History of American Foreign Policy II  
A HIS 345 Europe Since World War II  
A HIS 353 History of Eastern Europe II  
A ITA 316 Contemporary Italy: From Unification to the Present  
A ITA 318 Italian Cinema and Literature  
A LCS 201 Latino USA  
A LLC 275 European Cinema and Society  
A RUS 162 Contemporary Russia  
A RUS 252 Masterpieces of 20<sup>th</sup> Century Russian Literature  
A RUS 253 Late Soviet-Period Russian Literature  
A RUS 280 Soviet and Russian Cinema  
R POS 351 European Politics  
R POS 356 Russian Foreign Policy

**Latin America and the Caribbean**

- A ANT 340 Topics In Ethnology (when topic is Social Movements in Latin America)
- A ANT/A LCS 341 Ethnology of Mesoamerica
- A ECO/A LCS 361 Development of the Latin American Economy
- A ENG 373 Literature of the Americas
- A FRE 208 Haiti through Film and Literature
- A GLO 363 Latin American & Caribbean Perspectives on Globalization
- A HIS 367 Contemporary Latin America
- A HIS/A LCS/A WSS 451 Gender & Class in Latin American Development
- A LCS 203 Afro-Latin America
- A LCS/A MUS 216 Music and Society in Latin America: Past and Present
- A LCS/A AFS/A ANT 269 The Caribbean: Peoples, History, and Culture
- A LCS 315 Film in Contemporary Latin America
- R POS/A LCS 357 Latin American & Caribbean Politics

**Capstone Experience: 3 credits**

- A GLO 403Z Research Projects in Globalization Studies

**Language Requirement: 0-15 credits:** In addition to 36 credits of coursework in Globalization Studies, majors are required to elect one of the following options to complete the language requirement:

*Option 1:* Complete the equivalent of three courses in foreign languages. This may include study abroad language courses. Fulfillment of the General Education Foreign Language requirement will count as one of these three courses. Normally, the three courses taken will all be in one language, but with the permission of the Director of Globalization Studies, an exception may be authorized to enable a student to take one course in one language and two courses in a different language.

*Option 2:* Pass a proficiency examination, usually conducted by faculty in a foreign language program, demonstrating speaking, reading, and writing proficiency equivalent to two intermediate level semesters of language instruction graded *B* or better, in one foreign language.

**Courses in Globalization Studies****A GLO 103 (formerly A CAS 103) Perspectives on Globalization (3)**

The course introduces different perspectives from the social sciences, humanities and the

natural sciences used in the study of globalization. It encourages discussion and critical thinking while covering questions such as: What is globalization? When did it begin? What are its impacts on society? What are its impacts on the earth, its resources, and the other life forms with which we share it? How can we study it? The course seeks to enhance a student's ability to (1) recognize and interpret different viewpoints from which globalization processes are currently being studied and debated, (2) identify the many pathways through which globalization is transforming the daily life and conditions of existence of people and communities everywhere, and (3) identify the diverse processes by which globalization is transforming the geo- and bio-spheres in ways that look to threaten the well-being of earth's human and non-human inhabitants. The multidisciplinary perspectives on globalizing processes presented, cover among other topics, the economic configuration of global production and distribution networks, the changing nature of the state and political power, the dynamic of global cultural flows, along with the emergence of global natural resource constraints and environmental problems. At the same time, it reviews the impact and responses to globalization in workplaces, households and communities from different regions of the world.

**A GLO 225/225Z (= A GOG 225/225Z & A USP 225/225Z) World Cities: Geographies of Globalization (3)**

This course takes a critical look at globalization and its impacts on cities around the world. Globalization includes an array of economic, cultural, and political forces that are effectively shrinking our world. The first part of the course focuses on the ways transnational movements or 'flows' of trade, finance, people and culture operate in and through a network of linked 'global' cities, the top tier of which function as the 'command and control' centers at the 'core' of the global economy. The second part of the course shifts attention to the global 'periphery' and to some of the lower tier cities of the world's urban hierarchy: in Latin America, Africa, and Asia. The concern here will be to examine the local consequences of globalization in two overlapping realms. The first will involve looking for and at evidence of the less salutary effects of globalization forces in these cities: for example, higher levels of social and spatial inequality, deteriorating environmental and health conditions, diminished per-capita share of local resources and infrastructures, and cultural homogenization. The other realm will be an investigation of local activities that occur in response and as resistance to the pervasive forces of globalization. The goal here will be to document and evaluate the effectiveness of some of the local movements and organizations that have struggled for social justice in the face of what they perceive to be oppressive (global) economic and cultural forces. After taking A GOG/A GLO/A USP 225 students will be able to compare cities on the global 'periphery' with each other, as well as with those in the global 'core' to learn about and understand how some aspects of economic and cultural globalization play out and are adapted to 'on the ground' and to think critically about how people might effectively

organize their thoughts and exercise their rights to the city in the era of globalization. A GOG/A GLO/A USP 225Z are the writing intensive versions of A GOG/A GLO/A USP 225; only one version may be taken for credit.

**A GLO 260 (= A EAC 260 & A GOG 260) China in the Global Arena (3)**

An introduction to the development of China's modern economy and society. Focuses on the role and influence of China in contemporary global affairs. Emphasizes Chinese history and contemporary figures to explain China's relationship to the global economy and its responsibilities as an increasingly important contributor to global governance. Focuses on China's leadership, soft power, culture, industrialization, domestic innovation and participation in global trade, finance and politics. This multidisciplinary course helps students understand the dynamics of China's rapid economic growth over the last three decades, and how Chinese and Western scholars interpret the country's growing importance in the global political and economic system. Prerequisite(s): A EAC 150 or A EAC/A GOG 160 or A EAC 170 or permission of instructor.

**A GLO 303 (formerly A GLO 203) (= R POS 309) Theoretical Perspectives on Globalization (3)**

This course takes up the ambitious task of theorizing globalization, one of the defining conceptual rubrics of our current historical moment. Under investigation, then, is not only globalization—its origins, dynamics, characteristics, and consequences—but also theory. What role can intellectual and critical inquiry play in the world today? What is the relationship between generalization and particularity, that is to say between conceptual models that engage in broad forms of periodization, systemic analysis, or abstraction, versus those analytical models that focus on the particular, the local, the historically or geographically specific? What is the relationship between theory and critique? What are the intellectual traditions that inform contemporary thought? And how might a reflective investigation of theory help us to better understand and respond to the globalizing processes and structures that condition the world in which we live? Engaging these questions, the course will review a variety of influential theoretical perspectives that analyze the origins, dynamics, and consequences of globalizing forces. Focusing on key areas of contention and commonality, the course aims to provide students with a complex understanding of the assumptions, contribution, and limitations of current theoretical perspectives on globalization.

**A GLO 305 Topics in Globalization Studies (3)**

Analysis of a major global theme or issue, studying processes and impacts of globalization. May be repeated for up to six credits when topic varies. Prerequisite(s): A GLO 103 or A GLO/A GOG/A USP 225, or permission of Globalization Studies Director.

**A GLO 320 (= A USP 320) International Urban Planning (3)**

Provides a general introduction to urban planning as it is practiced in various countries around



the world, covering both developed and developing countries. Reviews the major challenges to urban planning posed by rapid urbanization, economic growth, and growing socio-economic inequalities. Presents planning case studies of specific cities and the major challenges that they face. Reviews the planning issues and potential solutions associated with downtown growth and revitalization, suburbanization, and the formation of major urban agglomerations. Prerequisite(s): A USP 201 or A GLO/A GOG/A USP 225 or permission of instructor.

**A GLO 325 (= A GOG 325 & A USP 325)  
Global Urbanism and Culture (3)**

This course explores contemporary debates on globalization, global urbanism and culture. It covers a series of themes central to cities, planning and public policy. These include among others: the role of culture in fostering multicultural cities, the relationships between urban sustainability and environmental planning, the geography of culture, the creative class, cultural industries, the arts and culture sector, local economies and place identity, cultural policies and urban regeneration programs, local and regional resilience networks, public space, local heritage, sense of belonging, community development, and global futures. Only one version of A GLO 325 may be taken for credit. Prerequisite(s): A GLO/A GOG/A USP 225.

**A GLO 327 (= A GOG 327) World Regions and Global Markets (3)**

Analyzes human development from the perspective of the world's major regions. Outlines the main political, economic, biogeographic, historical, geographical, food and linguistic-based divisions found among human societies. Summarizes the distinctiveness of the world's major regions and outlines the ways in which regions operate in today's global economy. Prerequisite(s): A GOG 102, A EAC/A GOG 160 or A GOG 225 or by permission of the instructor.

**A GLO 350 (= E APS 350) Leadership in the International Arena (3)**

This course introduces students to the emerging field of global leadership through theoretical and practice-based learning. Students will gain an understanding of the history and origins of global leadership, appreciate the role culture plays in global leadership, and examine established and emerging perspectives in complex modern contexts. Through discussions, reflections, vignettes/dialogues, case studies, individual assessments, and other applications, this course prepares students to do global work effectively in a multifaceted context with people from various cultures. Only one version may be taken for credit. Prerequisite(s): junior or senior class standing or permission of instructor.

**A GLO 360 African Perspectives on Globalization (3)**

Analysis of the impact of globalization on Africa, and of ideas developed by African observers of globalization processes. Prerequisite(s): A GLO 103 or A GLO/A GOG/A USP 225, or permission of Globalization Studies Director.

**A GLO 361 Asian & Middle Eastern Perspectives on Globalization (3)**

Analysis of the impact of globalization on Asia and the Middle East, and of ideas developed by Asian and Middle Eastern observers of globalization processes. Prerequisite(s): A GLO 103 or A GLO/A GOG/A USP 225, or permission of Globalization Studies Director.

**A GLO 362 Euro-American Perspectives on Globalization (3)**

Analysis of the impact of globalization on Europe and North America, and of ideas developed by European and North American observers of globalization processes. Prerequisite(s): A GLO 103 or A GLO/A GOG/A USP 225, or permission of Globalization Studies Director.

**A GLO 363 Latin American and Caribbean Perspectives on Globalization (3)**

Analysis of the impact of globalization on Latin America and the Caribbean, and of ideas developed by Latin American and Caribbean observers of globalization processes. Prerequisite(s): A GLO 103 or A GLO/A GOG/A USP 225, or permission of Globalization Studies Director.

**A GLO 364Y (= A GOG 364Y & A USP 364Y)  
India: Development Debates (3)**

Analyzes the 20<sup>th</sup> and early 21<sup>st</sup> century development of India as a nation state, discussing the broad range of ideas and policy proposals relating to wealth, poverty, socio-economic development, urbanization, and nation-building. Reviews British colonial policies and attitudes, the ideas of important advocates of Indian Independence, the impact of partition, national self-reliance policies and national planning in the first three decades after Independence, and the more recent economic liberalizations and opening to the global market and transnational investment. Only one version may be taken for credit. Prerequisite(s): declared major or minor in Globalization Studies, Geography, Urban Studies & Planning, or minor in International Studies, or permission of instructor.

**A GLO 366 (= A GOG 366) India: Field Study of Development Issues (3)**

A faculty-led field course requiring a minimum of three weeks full-time study in India. Broadens and deepens the agenda of A GOG/A GLO/A USP 364 "India: Development Debates," examining urban and rural development issues in and around three major Indian cities. Each city will be home to the course for one week. Students will study major issues (e.g., the management of urban traffic flows, the organization of small-scale retailing, the redevelopment of poor neighborhoods, and the work of micro-business and social welfare NGOs) through a combination of direct observation, institutional visits, and conversations with local experts. Prerequisite(s): permission of instructor and the Center for International Education and Global Strategy.

**A GLO 376 (= A ANT 376) Global Ethnography (3)**

This course is about globalization and its impact on local communities worldwide. The term globalization will be understood not as a large-scale

abstract and deterritorialized process, but one that has impact, consequences, and influence on local communities on a daily basis. The course is titled "Global Ethnography," which means that the class will be reading first-hand accounts of scholars who have documented the effects of globalizations on local communities. Through these accounts students will be learning about the different ways globalization is affecting local communities at social, economic, and cultural levels. The class will also be hearing the voices of local people and understanding globalization from people's perspectives. The readings in this course will enable a better understanding of globalization as it is embedded, manifested, and negotiated by localities as well as its real-life personal, social, and communal repercussions in people's lives. The course will examine different globalizing "agents" in various contexts such as tourism, street vending, language, landscape, consumerism, capitalism, remittance housing, among others. Only one version may be taken for credit. Prerequisite(s): at least one course of A ANT 108, A ANT 119, A GOG 102, A GOG/A USP 125, A GLO 103, or A SOC 115, or permission of instructor.

**A GLO 402 Globalization Studies Internship (3)**

An internship enabling students to experience professional work or community service, focusing on international relations, on the work of international organizations, on environmental, social or economic problems in a foreign country, or on the needs of multicultural and/or immigrant populations in the United States. The placement and report must be approved by the Globalization Studies Director. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. Prerequisite(s): At least two courses from A GLO 103, A GLO/A GOG/A USP 225, and A GLO 303, or permission of Globalization Studies Director. *S/U* graded.

**A GLO 403Z Research Projects in Globalization Studies (3)**

An overview and critique of information sources and research methods applied to Globalization Studies. Each student will also select a research topic and prepare an 8-12 page essay in consultation with the Instructor. Prerequisite(s): junior or senior standing, and permission of the Globalization Studies Director.

**A GLO 410 International Development Internship (1-6)**

An internship enabling students to experience professional work on international development. May be repeated up to a maximum of 6 credits. Prerequisite(s): A GLO 103 and permission of instructor. *S/U* graded.

**A GLO 411 Independent Study in International Development (1-4)**

Independent reading or research on selected topics in international development under the direction of a faculty member. May be repeated for credit up to a maximum of four credits. Prerequisite(s): A GLO 103 and permission of instructor.

**A GLO 447 (= A GOG 447) Development and Underdevelopment (3)**

An analytical survey of "Third World" development theories and the development strategies they inspire. Topics covered include traditional concepts of natural and human resources identification and use, geographic diffusion, modernization, and economic growth, as well as challenges to the prevailing ideas and practices such as dependency, sustainable development, and community empowerment. Only one version may be taken for credit. Prerequisite(s): junior or senior standing, or permission of instructor.

**Department of History***Distinguished Professor Emeritus*

John Monfasani, Ph.D.

(Distinguished O'Leary Professor)  
Columbia University

*Professors Emeriti*

Allen B. Ballard, Ph.D. (Collins Fellow)

Harvard University

Thomas Barker, Ph.D.

University of Minnesota

Graham J. Barker-Benfield, Ph.D.

University of California, Los Angeles

Iris Berger, Ph.D.

(Collins Fellow, O'Leary Professor)

University of Wisconsin, Madison

Ronald M. Berger, Ph.D.

University of Wisconsin, Madison

Robert R. Dykstra, Ph.D.

University of Iowa

June E. Hahner, Ph.D.

Cornell University

Sung Bok Kim, Ph.D. (Collins Fellow,

Distinguished Service Professor)

Michigan State University

Bruce B. Solnick, Ph.D.

New York University

Robert F. Wesser, Ph.D.

University of Rochester

Dan S. White, Ph.D.

Harvard University

Lawrence S. Wittner, Ph.D.

Columbia University

Joseph F. Zacek, Ph.D.

University of Illinois

*Professors*

Richard F. Hamm, Ph.D. (Collins Fellow)

University of Virginia

Nadieszda Kizenko, Ph.D.

(Department Chair)

Columbia University

H. Peter Krosby, Ph.D.

Columbia University

John F. Schwaller, Ph.D.

Indiana University

Gerald Zahavi, Ph.D.

Syracuse University

*Associate Professors Emeriti*

Donald Birn, Ph.D.

Columbia University

Richard H. Kendall, Ph.D.

Yale University

Ivan D. Steen, Ph.D.

New York University

Clara J. Tucker, Ph.D.

Syracuse University

Ann F. Withington, Ph.D.

Yale University

*Associate Professors*

Michitake Aso, Ph.D.

University of Wisconsin, Madison

Sheila Curran Bernard, M.F.A.

Goddard College

Carl Bon Tempo, Ph.D.

University of Virginia

Alexander Dawson, Ph.D.

State University of New York

at Stony Brook

Richard S. Fogarty, Ph.D.

University of California, Santa Barbara

David P. Hochfelder, Ph.D.

Case Western Reserve University

Ryan Irwin, Ph.D.

Ohio State University

Dmitri Korobeinikov, D. Phil., Ph.D.

Oxford University,

Russian Academy of Sciences

Patrick Nold, D. Phil.

Oxford University

Kendra Smith-Howard, Ph.D.

University of Wisconsin, Madison

*Assistant Professors*

Cristina Florea, Ph.D.

Princeton University

Federica Francesconi, Ph.D.

University of Haifa

Kori A. Graves, Ph.D.

University of Wisconsin, Madison

Maeve Kane, Ph.D.

Cornell University

Christopher Pastore, Ph.D.

University of New Hampshire

Michael Taylor, Ph.D.

University of California, Berkeley

*Lecturer*

Laura Wittern-Keller, Ph.D.

University at Albany

*Affiliated Faculty*

Anthony DeBlasi, Ph.D.

Harvard University

Department of East Asian Studies

Phillip B. Eppard, Ph.D.

Brown University

College of Engineering

and Applied Sciences

*Adjuncts: 18**Teaching Assistants: 15*

The objective of the Department is to provide its students with a thorough grounding in the past, seen from both social scientific and humanistic perspectives, and in the nature of history and historical analysis. The Department prepares undergraduates for a variety of career options that rely upon a sound liberal arts education, as well as for graduate study in both academic and professional fields.

To accomplish its objectives, the Department offers programs leading to the B.A., the M.A., the Certificate of Advanced Study in Public History, and the Ph.D. An honors program and a combined B.A./M.A. program are also available to qualified students. In addition, the Department participates in several interdepartmental programs, including Documentary Studies; Africana Studies; Asian Studies; Women's Studies; Judaic Studies; Latin American, Caribbean, and U.S. Latino Studies; Medieval and Renaissance Studies; and Russian and East European Studies.

**Careers**

The study of history prepares students for a variety of career paths, extending from fields such as law and education, to journalism and media ventures, and to business and government service. Faculty are available to consult with students about their career interests.

**Special Programs or Opportunities**

The department encourages its majors to participate in those international programs relevant to their particular historical interests. For more detailed information, see the section on the Office of International Education. The department also offers its undergraduate students opportunities for internships through A HIS 499.

**Degree Requirements for the Major in History**

**General Program B.A.:** a minimum of 36 credits in history distributed as follows:

- 12 credits of foundational coursework: three 100-level survey courses, including one in U.S., one in Europe, and one in World History, and one 200-level course\*
- 3 credits in methods course A HIS 395, The Historian's Craft

- 18 credits of advanced coursework: three 300-level courses in any region or topic, and three 300-level courses, including one in U.S., one in Europe, and one in World History
- 3 credits in capstone A His 489Z, the Senior Research Seminar\*\*

\*Students must complete one course at the 100 or 200 level in residence in the History Department at the University at Albany.

\*Students must complete the 12 credits of foundational coursework before taking advanced coursework at the 300 level.

\*\*Students must complete A HIS 395 before taking A HIS 489Z.

## History Honors Program

Each spring semester the Department of History admits qualified students into the honors program in history. The purpose of the honors program is to provide well-qualified students with close contact with faculty and intensive training in historical research and writing.

Students may be admitted to the program in the spring semester of their junior year after formally declaring a major in history. To be admitted, students must have completed 15 credits of course work in history (at least 6 of these credits must be at or above the 300 level and must have been earned at the University at Albany). In addition, students must have a cumulative grade point average of at least 3.25 overall and an average in history of 3.50. Interested students should contact the Director of Undergraduate Studies in the Department of History for more information on the application process. Completed applications should be submitted no later than March 1<sup>st</sup> of the junior year.

Students admitted to the honors program are required to complete a minimum of 36 credits in history, fulfilling all the "Requirements for the Major" listed above. Within the 36 credits, the student must complete the three honors courses: A HIS 495Z, 496Z, and 498. Credits from A HIS 496Z replace the department's capstone course, A HIS 489Z, for students who complete the honors program. Students complete the honors courses as follows:

- A HIS 498, Honors' Independent Research and Writing, 4 credits, taken during the fall of the student's senior year under the supervision of a thesis adviser secured by the student.
- A HIS 495Z (fall semester) and 496Z (spring semester), Senior Honors Thesis Seminar, 4 credits each. This seminar

will meet throughout the year under the supervision of a department faculty member and will offer students a small seminar format for learning about historical research and writing, as well as for sharing and critiquing their own work and that of others. By the end of the year each student will, in conjunction with this seminar, produce a thesis of 12,000 to 15,000 words based on original research.

Department faculty members will evaluate the students' progress at the end of the spring semester senior year. Students will be judged eligible for graduation "with honors in history" based on the quality of their thesis as well as the satisfactory completion of all other curricular requirements with a grade point average of at least a 3.50 in history and 3.25 overall. Students selected to graduate "with honors in history" will be honored formally at the departmental graduation ceremony in May.

## Combined B.A./M.A. Program

The combined B.A./M.A. program in history provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of undergraduate and master's degree programs from the beginning of their junior year.

The combined program requires a minimum of 138 credits, of which at least 30 must be graduate credits. In qualifying for the B.A., students must meet all University and college requirements, including the requirements of the major program in history described above, the minor, the minimum 90-credit liberal arts and sciences, General Education, and residency requirements. In qualifying for the M.A., students must meet all University and college requirements as outlined in the Graduate Bulletin, including completion of a minimum of 30 graduate credits and any other conditions, such as a research seminar, thesis, comprehensive examination, other professional experience, and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.A. programs.

A cumulative grade point average of 3.20 or higher and three supportive letters of recommendation from faculty, one of whom must be from the Department of History, are required for consideration. Students are admitted to the combined program upon the recommendation of the department's Graduate Committee.

## Courses in History (A HIS and A HST)

### Foundation Courses

#### U.S. History

##### A HIS 100/100Z American Political & Social History I (3)

Survey of American history from early times to the Civil War, with emphasis on the development of political, constitutional, economic, social, and cultural institutions. Only one version of A HIS 100 may be taken for credit.

##### A HIS 101/101Z American Political & Social History II (3)

Survey of American history from the Civil War to the present, with emphasis on the development of political, constitutional, economic, social, and cultural institutions. Only one version of A HIS 101 may be taken for credit.

##### T HIS 199 Go-Getters and Deadbeats: Success and Failure in U.S. History (3)

It is a central assumption of American life that anyone can succeed through a combination of hard work, skill, and a bit of luck. In this course, we will investigate this belief from multiple social positions and cultural perspectives and examine the broader issue of what success and failure reveals about the nature of the American democratic experiment. We will use a wide range of primary and secondary sources, including biographies, fiction, and film. Prerequisite(s): for Honors College students only.

#### European History

*Note: The History Department courses are arranged within categories numerically. Two different course rubrics are used, A HIS and A HST.*

##### A HIS 130/130Z History of European Civilization I (3)

Survey of the political, economic, social, and cultural history of the West from its origins to the 18<sup>th</sup> century. Only one version of A HIS 130 may be taken for credit.

##### A HIS 131/131W/131Z History of European Civilization II (3)

Survey of the political, economic, social, and cultural history of the West from the 18<sup>th</sup> century to the present. Only one version of A HIS 131 may be taken for credit.

##### A HST 361 Archaic and Classical Greece: 1200-338 B.C. (3)

This course examines the Greek world from the Bronze Age collapse to the Battle of Chaeronea. Topics include the development of the Greek city state (polis), the looming danger of Achaemenid Persia, the hegemonic wars between Athens, Sparta and Thebes, the Athenian cultural efflorescence, and the rise of the Macedonian kingdom under Philip II. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HST 362 The Hellenistic World: 338-31 B.C. (3)**

This course examines the world-shaking conquests of Alexander the Great, and the new geopolitical order that arose in the aftermath. Topics include the Wars of the Successors, the establishment of the Antigonid, Seleucid and Ptolemaic dynasties, the enduring role of Greek city-states, culture and society in an increasingly cosmopolitan world, and the coming of Rome. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HST 363 The Roman Republic: 751-31 B.C. (3)**

A history of Rome from the foundation of the city to the Battle of Actium. The course examines the evolution of Rome's republican government, the conquest and incorporation of Italy, imperial operations in the Mediterranean, and the internal disruption and civil war that ultimately destroyed the Republic. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HST 364 Roman Empire: 31 B.C.-A.D. 476 (3)**

A history of Rome from the establishment of the Augustan principate to the collapse of the Western Empire. The course examines the role of the emperor as ruler of both Rome and the Mediterranean, the development of provincial cultures, the maintenance of a stable military-tributary complex, and social, economic and cultural developments, including the rise of Christianity. Prerequisite(s): junior or senior standing, or 3 credits in History.

**World History**

*Note: The History Department courses are arranged within categories numerically. Two different course rubrics are used, A HIS and A HST.*

**A HIS 144 (formerly A HIS 140) Latin America Since the Aztecs (3)**

This course will introduce students to the history of Latin America. Covering the great empires of the Aztec, Maya and Inca through the golden age of Spanish colonization to the present, this course will introduce students to the history of the culture, geography, society, politics, and economics of a region that is critical to the United States today. Only one of A LCS 100/100Z, A HIS 140/140Z, and A HIS 144 may be taken for credit.

**A HIS 158/158Z The World in the 20<sup>th</sup> Century (3)**

The course explores the tremendous social, political, cultural and economic changes that shaped the world in the 20<sup>th</sup> century. Course content will emphasize the increasing interdependence between societies and regions and the forces which shaped the lives of people around the globe. The course also examines how the challenges of the 21<sup>st</sup> century are products of the 20<sup>th</sup>. Only one version of A HIS 158 may be taken for credit.

**T HIS 158/158Z The World in 20<sup>th</sup> Century (3)**

T HIS 158/158Z is the Honors College version of A HIS 158; only one version may be taken for credit.

**A HIS 170 (= A LCS 102)****Introduction to Caribbean History (3)**

An introduction to the history of culture contact in the Caribbean from the pre-Columbian Arawaks and Caribs, through the infusion of European and African cultures, to the emergence of the leadership of the United States in 1898. Special emphasis on the social and economic development of the plantation system, the intercontinental trade system, slavery, and the struggle for abolition and self-determination. Only one version of A HIS 170 may be taken for credit.

**A HIS 177/177Z (= A EAS 177/177Z) East Asia: Its Culture and History (3-4)**

An introduction to the history and cultures of East Asia (China, Japan, and Korea), their major institutions and their religious and philosophical traditions from ancient times to the present. Only one version of A HIS 177 may be taken for credit.

**History Methods Course****A HIS 395 The Historian's Craft: Methods (3)**

This seminar is a methods course that prepares students to succeed as they transition from foundational to advanced coursework in the History Department. It will teach students how to ask appropriate research questions, collect evidence using the university's research tools, and choreograph that evidence to advance a persuasive argument. Prerequisite(s): history major and completed foundational work.

**History of the United States**

*Note: The History Department courses are arranged within categories numerically. Two different course rubrics are used, A HIS and A HST.*

**A HIS 201 History and Future (3)**

The 21<sup>st</sup> century will pose major challenges: human-caused global warming, the peaking of fossil-fuel production, and technological unemployment. At the same time, the 21<sup>st</sup> century will likely see a continuation of rapid technological change, continued reduction in warfare and violence, and growth in freedom and lifestyle choices. This course explores ways that historians can apply their skills, methods, and insights to address these and other future social issues. Several questions will be investigated, including: How can historians be relevant to today's policy debates? How can historical thinking enhance citizenship? How can we apply historical methods and skills to analyze probable futures and create preferred futures? Prerequisite(s): 3 prior or concurrent credits in History.

**A HIS 220/220Y Public Policy in Modern America (3)**

This course focuses on the history of four major domestic policies: welfare, civil rights, economic policy, and health policy. Students assess the relevance of history to current political debates and analysis of public policy. Group workshops and debates will enable students to

engage in active learning while grappling with these larger questions.

**T HIS 220Y Public Policy in Modern America (3)**

T HIS 220Y is the Honors College version of A HIS 220Y; only one version may be taken for credit. Open to Honors College students only.

**A HIS 221 (= A JST 221) The American Jewish Experience (3)**

A general overview of the American Jewish experience. Examines historical developments in such areas of American Jewish life as religious expression, political activity, education, demographics, socio-economics, and secular intellectual and cultural activity. Assesses the impact on American Jewry of immigration from Europe and elsewhere, and such pivotal events as World War I and II, the Holocaust, and the founding of the State of Israel. Addresses the relationship between diverse segments of American Jewry and between Jewish and non-Jewish Americans. Only one version of A HIS 221 may be taken for credit. May not be offered in 2018-2019.

**A HIS 224 (= A DOC 224) Nonfiction Media Storytelling (3)**

This course explores the use of narrative in books, films, and other works intended to present factual content to the general public. Students will watch, read about, write about, and discuss a range of work, developing tools for analyzing and evaluating nonfiction media in terms of both content and craft. Only one version may be taken for credit. Prerequisite(s): restricted to Documentary Studies Program and History Department majors and minors. Others may be admitted space permitting, and with permission from the instructor. This class is recommended for students planning to take A DOC 412.

**A HIS 225 (= A JST 225) The Modern Jewish Experience in Film (3)**

With a specific eye on films, this course examines the transformations of world Jewry as well as important historical themes that crossed geographical areas beginning with the early modern period and continuing throughout nowadays. It is intended to provide an opportunity for students to engage some of the main themes in modern Jewish history by analyzing, watching and discussing American, European, and Israeli feature and documentary movies and videos that document or fictionalize Jewish life in the modern era. Only one version may be taken for credit.

**A HIS 227 (= A DOC 227) Civil Rights: A Documentary Approach (3)**

This course looks at the intersection of history and media as it pertains to the American civil rights movement. Focusing on the landmark archival television series *Eyes on the Prize* and a range of primary and secondary sources (documents, films, music, and more), we will study not only the historical events depicted on screen but also the ways in which these events were documented, archived, and later shaped into public media. Only one version of A HIS 227 may be taken for credit.

**A HIS 251/251Z (= A DOC 251/251Z)  
Introduction to Documentary Studies (3)**

This course is divided into 3 major sections. First, we will ask “What is a documentary?” One of the most widely quoted definitions is that of John Grierson who suggests that documentary is the “the creative treatment of actuality.” We will explore that definition, and others, as we lay the groundwork to examine the social, cultural, legal, and ethical considerations inherent in all documentary production. We will then look at specific documentary forms, their history, best examples, notable characteristics, and key practitioners. Finally we will look at some of the major themes in documentary work across forms and genres — in print, photography, film/video, audio, and hypermedia/multimedia. We will also consider how technological innovation has shaped the work of the documentarian over time. As the gateway course for the Documentary Studies major and minor, this course is not only about understanding what others have done in both the recent and distant past, but developing a foundation for future work in the major and minor. Those enrolled in A HIS 251 are expected to bring an historical perspective to their work in the course.

**A HIS 259/259X (= A WSS 260/260X)  
History of Women and Social Change (3)**

With an emphasis on the diversity of U.S. women, this course examines the social, historical, and economic forces that have shaped U.S. women’s lives from about 1800-1970 and the contexts within which women have participated in and sometimes led social and political movements. Only one version of A HIS 259 may be taken for credit. May not be offered in 2018-2019.

**T HIS 259/259X (= T WSS 260/260X)  
History of Women and Social Change (3)**

T HIS 259 is the Honors College version of A HIS 259; only one version may be taken for credit. Open to Honors College students only. May not be offered in 2018-2019.

**A HIS 261 Getting to Know Albany (3)**

Students at the University at Albany have daily contact with the city of Albany, but often know little about it. They drive its streets but don’t really see what is there, nor do they learn much about its history. The purpose of this course is to remedy that shortcoming. The course will introduce students to Albany, its history, its architecture, and its neighborhoods. This will be done through class lectures and discussion, reconstruction of the city’s past through slides that depict old Albany and walking tours that will expose students to Albany’s historic neighborhoods, parks, churches, synagogues, and monumental public buildings. This will include the New York State Capitol (the most costly building in all of 19<sup>th</sup> century America) and the Empire State Plaza (the most costly, complex of buildings in all of 20<sup>th</sup> century America). The course will also pay attention to the University of Albany, past and present. It will include examination of previous campuses (there were three), and today’s campus, designed by E.D. Stone. Walking tours of the campus will include

the imposing and architecturally important complex of buildings that runs along Fuller Road, engines of high-tech growth in upstate New York. Only one version of A HIS 261 may be taken for credit. May not be offered in 2018-2019.

**A HIS 266 (= A JST 256 & A REL 256) World Jewry Since the Holocaust (3)**

Examines the historical, cultural, societal, and demographic changes in world Jewry since the Holocaust. Investigates the decline of European Jewish communities and the development of the United States and Israel as postwar centers of modern Jewish life. Only one version of A HIS 266 may be taken for credit.

**A HIS 276 Technology and Society in America (3)**

This course outlines the relationship between technological innovation and social change in the United States from the 17<sup>th</sup> century to the present. Major questions include: How has technology shaped the contours of American history? Does technology drive history, or does society shape technology? What are the ethical or moral dimensions of technological change? What political controversies or economic conflicts have arisen with the introduction of new technologies? Prerequisite(s): 3 prior or concurrent credits in history.

**A HIS 277 Culture and History of Food in the United States (3)**

Central to American political, economic, scientific, and social developments, food offers a unique way to trace the history of the nation. Students in this course will investigate changes in techniques and technologies of food and agriculture, analyze policies used to govern foods, and evaluate the ways in which social communities and values have shaped these changes. More largely, students will learn to recognize and examine the causes and consequences of individual and state decisions about food on the economy, ecology, culture, and politics of the United States and the world.

**T HIS 277 Culture and History of Food in the United States (3)**

T HIS 277 is the Honors College version of A HIS 277; only one version may be taken for credit. Open to Honors College students only.

**A HIS 290 Topics in American History (3)**

Specific topics to be examined will be announced during advance registration periods. May be repeated for credit when content varies.

**A HIS 292 Trials in United States History (3)**

This course examines various historic Anglo-American criminal trials. To introduce the discipline of history, trials are explored in their legal and social settings so students can learn the purposes of trials in past cultures. Course topics can include insanity defense, free speech, racism, press coverage, honor, and gender relations.

**T HIS 292 Trials in United States History (3)**

T HIS 292 is the Honors College version of A HIS 292; only one version may be taken for credit. Open to Honors College students only.

**A HIS 294Y (= A DOC 294Y) Field Research in Oral and Visual History: The Hudson River Region (3)**

Utilizing the Hudson River region as our laboratory, from the river’s source in the Adirondacks to Manhattan Island in the south, this course is intended to be both a theoretical and practical introduction to the use of oral and video history in documentary and historical field research. As a course, it covers a wide territory — from the gathering of oral/video interviews to explorations of how to utilize them in theatrical plays, radio programs, films, and television documentaries. From in-class discussions of memory, historical distortion, and interview theory, to technical instruction on the use of audio, video, and transcribing equipment, the course is designed to teach students critical and practical skills and to demonstrate the potential of this important research and presentation methodology — and to do it utilizing the communities and vast resources of the Hudson River corridor. A major component of the course will be student-initiated and led interviews with individuals from a variety of walks of life who live along the shores, or work on, the Hudson River. [Please note that in future years, the “Field Research in Oral and Visual History” course will vary in its regional focus]. Only one version of A HIS 294Y may be taken for credit.

**A HIS 295/295Z (= R POS 295/295Z) The Supreme Court and American Constitutional History (3)**

This course treats the history of the Constitution through an examination of many of the major arguments made about it before the Supreme Court of the United States. This course allows us to understand the critical role counsel has made in shaping arguments before the Court, the way in which litigants representing competing social demands have pushed the envelope of American constitutionalism, and the means by which the Court’s agenda (and American constitutional history) has changed in response to those arguments and the underlying social circumstances that have informed them during the previous two centuries. Only one version of A HIS 295 may be taken for credit. May not be offered in 2018-2019.

**T HIS 295 (= R POS 295) The Supreme Court and American Constitutional History (3)**

T HIS 295 is the Honors College version of A HIS 295; only one may be taken for credit.

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**A HIS 300 The History of American Indians and the United States (3)**

A detailed survey of the history of the North American Indians, particularly those now within the territory of the United States, as communities and nations, from the period of first contact to the present. Only one version of A HIS 300 may be taken for credit. Prerequisite(s): A HIS 100.

**A HIS 303Z American Architecture and the Western Tradition (4)**

The various styles of American architecture will be examined in connection with their European antecedents, from Colonial times to the present. One theme of the course will be how styles derived from Europe—Gothic Revival, Romanesque Revival, and so on, take on distinctive American characteristics. Another theme will be the connection between 19<sup>th</sup> century historicist architecture and the pioneers of modern architecture such as Louis Sullivan and Frank Lloyd Wright. Particular importance will be given to the architecture of Albany, Troy, and Schenectady. May not be offered in 2018-2019.

**A HIS 305/305Z Colonial America to 1763 (3–4)**

Survey of major aspects and events in the colonial period, with particular emphasis on the growth of uniquely American culture and institutions. Only one version of A HIS 305 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 306/306Z The Era of the American Revolution, 1763–1815 (3–4)**

Detailed survey of the American Revolution, the making of the Constitution, and the historic experiment in federal-republicanism; the clash of ideas and interests on the rapidly changing domestic and foreign scenes; the search for unity in the new nation. Only one version of A HIS 306 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 307/307Z Nationalism and Reform, 1815–1848 (3–4)**

Survey of the growth of nationalism, the emergence of a reform impulse, the age of individualism and egalitarianism, the development of the second American party system, and technological, cultural, and social change. Only one version of A HIS 307 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History. May not be offered in 2018-2019.

**A HIS 308/308Z American Civil War Era (3–4)**

Causes of the American Civil War, the war on military and civilian fronts, and Reconstruction and its aftermath. Only one version of A HIS 308 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 309/309Z The Gilded Age, 1877–1900 (3–4)**

Detailed survey of the complexity and diversity of the period, emphasizing the impact of industrialization, urbanization, and mass immigration upon politics, diplomacy, agriculture, labor, religion, and thought. Only one version of A HIS 309 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 310/310Z History of Women in the United States (3–4)**

A survey of women in the United States from the 17<sup>th</sup> century to the present, emphasizing women's changing social, economic, and political positions. Topics will include: work, politics and reform movements, education, sexuality, and family life. This course will also consider

how race and ethnicity, region, class, and gender have shaped women's experience in diverse ways. Only one version of A HIS 310 may be taken for credit.

**A HIS 311/311Z History of American Foreign Policy I (3–4)**

Historical survey of United States relations with other countries emphasizing the interplay of domestic and international issues and covering the period from the American Revolution to 1920. Only one version of A HIS 311 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 312/312Z History of American Foreign Policy II (3–4)**

Historical survey of United States relations with other countries emphasizing the interplay of domestic and international issues and covering the period from 1920 to the present. Only one version of A HIS 312 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 313/313Z Constitutional History of the United States (3–4)**

Survey and analysis of the impact of the federal Constitution with its changing interpretations on the political, social, and economic life of the nation. Special emphasis is given to the role of the President and of the Supreme Court in effecting constitutional change. Only one version of A HIS 313 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 314/314Z The Progressive Generation, 1900–1932 (3–4)**

Intensive examination of society and politics in the United States in an age of reform and reaction. Special emphasis on important personalities, such as Theodore Roosevelt, Woodrow Wilson, and Herbert Hoover; also consideration of major themes, such as progressivism, World War I, and the business civilization of the 1920s. Only one version of A HIS 314 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 315/315Z Roosevelt to Reagan, 1933–1988 (3–4)**

Intensive examination of United States political history from the Great Depression to the 1980's. Special emphasis on the welfare state, the Cold War, the President and Congress, and the relationship between citizens, public policy, and the political process. Only one version of A HIS 315 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 316/316Z Workers and Work in America, 1600–Present (3–4)**

A survey of the transformation of work and workers in America from the years of the first white settlement to the present. Topics will include: indentured servants; artisan work and culture; household production and the revolutionizing role of merchant capitalism; slave labor; industrialization; race, gender, ethnicity

and the segmentation of work and workers; the rise of the labor movement; labor radicalism. Only one version of A HIS 316 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 317/317Z City Life in the United States to 1880 (3–4)**

Chronological and topical survey of the American urban scene, with emphasis on the causes and consequences of urban growth, the similarities and differences among various cities, and the attempts to fulfill the needs of an urban environment. This session begins in the colonial period and traces development to the second half of the 19<sup>th</sup> century. Only one version of A HIS 317 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 318/318Z City Life in the United States since 1880 (3–4)**

Chronological and topical survey of city life in the United States, with emphasis on the causes and consequences of urban growth, the similarities and differences among various cities, and the attempts to fulfill the needs of an urban environment. This course examines the urban scene from the late 19<sup>th</sup> century to the present. Only one version of A HIS 318 may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history.

**A HIS 320/320Z Vietnam War (3–4)**

This course examines the history of the Vietnam War. "Vietnam" refers to more than just a war and this course introduces students to the key events, people, places, and themes in Vietnam's past. It begins with the states and societies of the Red River Delta, moves to Nguyen dynasty rule and French colonization of Indochina, and finally examines American involvement in Cambodia, Laos, and Vietnam during the Cold War. This introduction to the broad sweep of Vietnamese history is meant to help students appreciate the profound changes and lasting continuities in Vietnamese culture and society during the 19<sup>th</sup> and 20<sup>th</sup> centuries. This course also interrogates the legacies of the Vietnam War. From lawsuits filed by Agent Orange victims to lessons for U.S. involvement in Iraq and Afghanistan, Vietnam's past continues to play an important role in how Americans comprehend the exercise of U.S. military, economic, and political power abroad. Only one version of A HIS 320 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 324/324Z Religion in American Life and Thought (3–4)**

The development of religious thought and institutions in this country from colonial Puritanism and Anglicanism to the pluralistic religious/secular American society of today. Emphasis on the relationships among religious thought, religious institutions, and society. Only one version of A HIS 324 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History. May not be offered in 2018-2019.

**A HIS 325/325Z The Quest for Equality in United States History (3–4)**

Examination of social and political movements seeking a more egalitarian social order, including abolitionism, communitarianism, trade unionism, populism, anarchism, socialism, racial egalitarianism, and feminism. Only one version of A HIS 325 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 327/327Z The Roles of Law in American History (3)**

This course explores law in the American social and political context, focusing on the use of law by various groups in the American past for different purposes. It is composed of topical units in which students read mostly primary materials (cases, laws, and treatises), as well as monographs, and meet to discuss them. Only one version of A HIS 327 may be taken for credit. Prerequisite(s): junior or senior standing.

**A HIS 328/328Z Lawyers in American Life, 1607–Present (3)**

This course examines the legal profession, showing how law, through lawyers, has operated in American history. It is interdisciplinary in focus and utilizes a multimedia methodology. Topics to be covered will include: legal education, lawyers as heroes, lawyers as reformers and radicals, development of the business of lawyering, and emergence of women and minority lawyers. Only one version of A HIS 328 may be taken for credit. Prerequisite(s): junior or senior standing.

**A HIS 329/329Z American Environmental History (3–4)**

This course examines the changing relationship between North Americans and nature from precolonial times to the present. It explores the ways in which environmental factors (e.g. disease, animals) have shaped human history, delineates the effects of human actions on the environment, and traces changing ideas and attitudes towards nature over time. Only one version of A HIS 329 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 330 (= A DOC 330) Foundations of Documentary Web/Hypermedia Production (3)**

Web-based or digital multimedia documentaries utilize a variety of hypermedia digital elements to construct compelling, interactive, linear and nonlinear “stories” on nonfiction topics. This course will cover the fundamentals of web site and digital multimedia composition through assigned short projects. When A DOC 330 is taught cross-listed with A HIS 330, the content focus will be history. Prerequisite(s) restricted to Documentary Studies and History majors and minors; all others with permission of instructor. Recommended for students planning to take A DOC/A HIS 407.

**A HIS 331/331Z Capitalism in America (3–4)**

This course examines the history of capitalism in America from multiple social positions and cultural perspectives, and investigates the relationship between capitalism and the American

democratic experiment. We will use a wide range of primary and secondary sources, including biographies, fiction, and film. Only one version of A HIS 331 may be taken for credit. Prerequisite(s): junior or senior standing or 3 credits in History.

**A HIS 332/332Z Introduction to Public History in the United States (3–4)**

This course is aimed at students considering public history careers and it introduces students to the craft of public history. We will examine the relationship between public history, American culture, and popular memory. The ultimate aim of this course is to help you to understand what public historians do and inspire you to become imaginative and effective public historians in the future. Only one version of A HIS 332 may be taken for credit. Prerequisite(s): 3 prior or concurrent credits in History.

**A HIS 333/333Z American Identity Since the Civil War (3–4)**

This course traces how Americans since the Civil War have answered the question “Who is an American?” Students will study how American politics, popular culture, immigration policies, freedom and rights movements, and foreign affairs have shaped American nationalism and the idea of an American nation. Only one version of A HIS 333 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 334 (= A DOC 323) Foundations of Documentary Filmmaking (3)**

This course will introduce students to the fundamentals of researching, planning, shooting and editing digital video documentaries. When A DOC 323 is taught cross-listed with A HIS 334, the content focus will be history. Restricted to History and Documentary Studies majors and minors; all others by permission of instructor. Recommended for students planning to take A HIS or A DOC 406.

**A HIS 335 (= A DOC 335; formerly A HIS/ A DOC 405) History and Theory of the Documentary Film (3)**

This course will introduce students to the history, theory, and aesthetics of documentary filmmaking. Beginning with a review and analysis of the general history of the documentary film genre and the varieties of approaches adopted by non-fiction filmmakers, we will begin to systematically unravel the various elements that contribute to the creation of informative, moving, and powerful documentary films — with special emphasis on historically-focused films. We’ll look at the various modes or styles that have evolved in the course of the genre’s development and the various techniques documentarians have utilized to effectively communicate historical ideas in cinematic form. Only one version of A HIS 335 may be taken for credit.

**A HIS 339/339Z (= A REL 339) Renaissance and Reformation in 16<sup>th</sup> Century Europe (3)**

Survey of continental European history in the early modern period with special emphasis on theological and intellectual developments.

Only one version of A HIS 339 may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history.

**A HIS 356/356Z The World at War, 1939–1945 (3–4)**

A comprehensive history of the Second World War. Topics covered include the rise of fascism and the origins of the war; the campaigns on land, at sea, and in the air in the European, Pacific, and North African theaters of war; the pervasiveness of racism; the Holocaust and other atrocities; and the costs and legacies of the war. Only one version of A HIS 356 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 376/376Z (= A DOC 376/376Z) A Cultural History of American Photography (3–4)**

This course is a survey of the history of photography from 1839 until the present, presenting photographs as representative intellectual statements defining and illustrating major movements in American thought and culture. By looking at photographs, reading photographic and aesthetic theory, and drawing parallels from American painting, literature, architecture, and other informational and expressive media, the class will demonstrate the ideas and issues underlying American Romanticism, Realism, Modernism, and Post-Modernism. Because photographs are tangible, accessible, and have been upheld as an archetypal medium by each of these intellectual movements, the history of photography offers an ideal introduction to abstract ideas and broad intellectual themes. The course will provide students with extensive experience analyzing cultural documents and help them begin to explore underlying theoretical issues in photography. Only one version of A HIS 376 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History. May not be offered in 2018-2019.

**A HIS 390/390Z Advanced Topics in American History (1–4)**

Specific topics to be examined will be announced during advance registration periods. May be repeated for credit when content varies. Prerequisite(s): permission of instructor, junior or senior standing, or 3 credits in History.

**A HIS 394 (= A DOC 394) Workshop in Oral History (3)**

This course offers a broad introduction to the history, theory, and practice of oral history, including the use of oral history in historical research, documentary production, and public history projects. Only one version of A HIS 394 may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor.

**A HIS 401 History of American Documentary Media (3)**

This course surveys a wide variety of American documentary forms, identifying genres as they evolved from the 18<sup>th</sup> through the 21<sup>st</sup> centuries — from the epic and ballad forms, through documentary writing, graphic images, photography, film, audio/radio, television, and most recently, hypermedia.

**A HIS 404 (= A DOC 404) Readings and Practicum in Aural History and Audio Documentary Production (4)**

This course introduces students to (1) the historical study of sound, soundscapes, and sound recordings, (2) aural history composition techniques (especially radio documentaries and features, but also aural essays and museum audio installations), and (3) audio delivery technologies to communicate historical ideas to broad audiences. It includes coverage of textual and archival audio source research, 20<sup>th</sup> and 21<sup>st</sup> century historical radio documentary work, analysis of audio documentary forms and non-fiction storytelling techniques, scriptwriting, technical instruction in the art of audio recording and post-production editing and mixing, discussion of audio preservation and restoration techniques, and an introduction to traditional and modern technologies for the transmission and dissemination of documentary and related audio work. Only one version of A HIS 404 may be taken for credit. Prerequisite(s): permission of instructor.

**A HIS 406 (= A DOC 406) Practicum in Historical Documentary Filmmaking (4)**

This course is a hands-on workshop in historical documentary filmmaking. It will introduce students to the all aspects of historical documentary production — from pre-production planning, research, and writing, to production (filming/videotaping interviews, recording voiceover narration, lighting, filming reenactments), and finally, post-production (editing and mixing actualities, music, narration, interviews, still photographs). The course, in short, is designed to teach students practical, technical skills and is a perfect follow-up to A HIS 335, which examines the history and theory of documentary filmmaking. Only one version of A HIS 406 may be taken for credit. Prerequisite(s): permission of instructor.

**A HIS 407 (= A DOC 407) Readings and Practicum in Digital History and Hypermedia (4)**

This course introduces students to the practice of history in the digital age. The emergence of the World Wide Web has opened up new avenues for researching, analyzing, and presenting the past—but has also raised new questions about producing quality historical scholarship in this open environment. This course will work on two fronts, looking first at the current state of the field of “digital history,” from issues of narrative and hypertext theory to some of the best (and worst) practices of current historical websites. At the same time, as a central component of the course, students will work in collaboration to build their own well-researched and historically sound web projects. Only one version of A HIS 407 may be taken for credit. Previous experience with building websites is welcomed but not required. Prerequisite(s): permission of instructor.

**A HIS 424/424Z American Intellectual & Cultural History to 1860 (4)**

Key ideas and significant patterns of thought in American life: Puritanism, the American Enlightenment, nationalism, transcendentalism,

democracy, and reform. Only one version of A HIS 424 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History. May not be offered in 2018-2019.

**A HIS 425/425Z American Intellectual History Since 1860 (4)**

Key ideas and significant patterns of thought in American life: the impact of economic expansion, Darwinian evolution, pragmatism, war and changing ideologies of liberalism, progressivism, and conservatism. Only one version of A HIS 425 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History. May not be offered in 2018-2019.

**Colloquia, Independent Study, and Projects in United States History**

The following colloquia are limited to undergraduate students and may be taken only with the permission of the instructor. Specific topics to be examined in the colloquia will be announced at the time the courses are offered, and students may obtain a list of topics from the Department of History at the time of advance registration. Colloquia may be repeated for credit.

**A HIS 478Z Colloquium in U.S. History, 19<sup>th</sup> Century (4)**

May not be offered in 2018-2019.

**A HIS 479Z Colloquium in U.S. History, 20<sup>th</sup> Century (4)**

May not be offered in 2018-2019.

**A HIS 480/480Z Colloquium in U.S. History: Topics (3-4)**

May not be offered in 2018-2019.

**A HIS 485/485Z Colloquium in Comparative and Cross-Cultural History (3-4)**

May not be offered in 2018-2019.

**A HIS 492 Undergraduate Group and Individual Research Project (4)**

This course is for both History and Documentary Studies majors and minors interested in pursuing a fieldwork/archival research project culminating in 1) a media documentary on a topic that interests them or 2) a research paper based on extensive and intensive primary source research. History students taking the course must select historical projects; Documentary Studies students, for whom this course is a required core course, may select either historical or contemporary topics. Students are expected to complete a substantial research-based documentary project in any one of the following forms: audio, video, hypermedia, still photography (with an “exhibit catalog”), or text. Students will work with the course instructor as well as appropriate on-campus experts; they will receive feedback, as well, from fellow students enrolled in the course. Team projects may also be undertaken, so long as individual responsibilities of participating students are clearly identified.

Discussions of selected readings in history and media, media ethics, documentary and contemporary issues, and production techniques will complement the discussions of individual projects. Prerequisite(s): permission of instructor.

**A HIS 497 Independent Study in History (2-4)**

Directed reading and conferences on selected topics in history, or mentored historical research and writing. May be repeated for credit. Prerequisite(s): permission of instructor and director of undergraduate studies, junior, or senior standing, or 3 credits in history. *S/U* graded.

**A HIS 498 Honors' Independent Research and Writing (4)**

For description, see listing in *History Honors Program*. *S/U* graded.

**A HIS 499 Special Projects in History (1-3)**

Supervised work on projects in coordination with local museums and historical agencies. May be repeated for credit. Prerequisite(s): permission of instructor and department chair. *S/U* graded.

**European History****T HIS 226 (3) Historical Fiction**

Historians and fiction writers seldom bring their two disciplines together to determine how they can complement each other. This course will combine history's commitment to the raw material of the past with the fiction writer's skill in shaping a compelling narrative in order to determine how to write about the past in a more convincing manner and how to gather essential facts from past events. Prerequisite(s): open to Honors College students only.

**A HIS 235 (= A REL 235) Early and Medieval Christianity (3)**

Survey of the intellectual, ritual, and institutional development of Christianity from the apostles to the later Middle Ages. Only one version of A HIS 235 or A REL 235 may be taken for credit.

**A HIS 244 (= A JST 244 & A HEB 244) Zionism, Palestine, and Israel in Historical Perspective (3)**

A study of 19<sup>th</sup> century Jewish and European history resulting in the formation of Jewish nationalism. Covers the development of various Zionist ideologies and organizations as well as their challengers within and outside the Jewish community. Examines the history of settlement in Palestine, the founding of the state of Israel, and the country's subsequent development. Only one version of A HIS 244 may be taken for credit.

**A HIS 250 (= A JST 250) The Holocaust in History (3)**

Begins with an overview of European Jewish life on the eve of the attempt at its destruction, examines the cultural, social, and intellectual roots of Nazism, and discusses the efforts to isolate and marginalize those marked as “a-socials” in German society. Explores the radicalization of the Nazi program and investigates the variety



of ways targeted groups responded to the crisis. Covers a number of survivor accounts and the memorialization and politicization of the Nazi Holocaust in the United States and Israel. Only one version of A HIS 250 may be taken for credit.

**A HIS 253 (= A JST 253 & A REL 253)  
Medieval and Early-Modern Jews among Muslims and Christians (3)**

Explores the course of Jewish history from the destruction of the Second Temple in Jerusalem until the French Revolution. Investigates the experience of Jews between and within the major religious and cultural systems that dominated medieval Europe; Islam and Christianity. The course charts the history of Sephardic and Ashkenazic Jewry, noting the important social, religious, cultural, and political characteristics of each community, as well as their interaction with two great world civilizations. Only one of A HIS 253, A JST 253 & A REL 253 may be taken for credit.

**A HIS 254 (= A JST 254 & A REL 254)  
The Jews in the Modern World (3)**

Beginning with the end of the late Middle Ages and the emergence of the Enlightenment, this class explores how Jewish communities responded to the demands of an ever-expanding modern world. Examines the ways in which Jews and Jewish communities sought to create modern expressions of Judaism and the response of rabbinic Judaism to these challenges. Explores the rise of Hasidism, the aims of Enlightened Jewry, nationalism, the creation of secular Jewish cultures, the World Wars, modern antisemitism and the Nazi Holocaust, and the emergence of new Jewish centers in the United States and Israel. Only one of A JST 254 and A REL 254 and A HIS 254 and A JST 344 may be taken for credit.

**A HIS 256 Women in European History (3)**

Survey of the role and position of women in European society from antiquity to the present, concentrating on social, economic, political, and intellectual aspects of women's lives and on cultural attitudes and ideologies concerning women.

**A HIS 263 Art, Music, and History: A Multimedia Approach I (3)**

Survey of Western art and music from the Middle Ages to about 1750. Art and music will be used to illuminate history, and history will be used to further an understanding of art and music.

**A HIS 264 Art, Music, and History: A Multimedia Approach II (3)**

Survey of Western art and music from about 1750 to the present. Art and music will be used to illuminate history, and history will be used to further an understanding of art and music.

**A HIS 288 Topics in European History (3)**

Specific topics to be examined will be announced during advance registration periods. May be repeated for credit when content varies.

**A HIS 298/298Z Crime and Society in Early Modern England (3)**

This is a "hands-on" course. After some reading, students will study [online] the records of The Old Bailey 1750-1945, London's principal criminal court. They will gather and analyze the record of all those crimes the citizenry were accused of, and the punishments they received, and answer this question: Is there any evidence that industrial [modern] society inaugurated a new criminal regime in order to discipline and punish an emergent proletarian class. We will attempt to determine why and how those in power defined crime and were prosecuted those found guilty. May not be offered in 2018-2019.

**A HIS 336 History of the Early Middle Ages (3)**

The history of Western Europe during the early Middle Ages, from ca. 500 to ca. 1050, in all major aspects. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 337/337Z The High Middle Ages (3-4)**

The history of Western Europe during the High Middle Ages, ca. 1050 to ca. 1300, in all major aspects. Only one version of A HIS 337 may be taken for credit. Prerequisite(s) junior or senior standing, or 3 credits in History.

**A HIS 338/338Z The Italian Renaissance, 1300-1530 (3-4)**

Detailed study of Italian Renaissance culture and society up to about 1530 with special emphasis on humanism and other cultural developments. Only one version of A HIS 338 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 339/339Z (= A REL 339) Renaissance and Reformation in 16<sup>th</sup> Century Europe (3-4)**

Survey of continental European history in the early modern period with special emphasis on theological and intellectual developments. Only one version of A HIS 339 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 340/340Z The French Revolution and Napoleon (3-4)**

A study of the French Revolution, its causes and aftermath in the Napoleonic period. Attention will be given to the social, political and cultural forces from the late 18<sup>th</sup> century to 1815 as they relate to the French Revolution. Only one version of A HIS 340 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 342/342Z Europe in the Age of Romanticism and Revolution (3-4)**

European history in the era between the final defeat of Napoleon and the revolutions of 1848-1849. Emphasis on the political struggle between the forces of conservatism and liberalism, the economic and social changes triggered by industrialization, and the shifts of consciousness and perspective brought on by Romanticism and socialism. Only one version of A HIS 342 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 343/343Z Europe, 1848-1914 (3-4)**

Europe in the era of its greatest power and influence; focus on consolidation of the nation state, domestic social conflicts, imperialist expansion, and the origins of World War I. Only one version of A HIS 343 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 344/344Z Europe, 1914-1945 (3-4)**

European history during the era of the two World Wars. The origins and course of the First World War; its political, social, and cultural effects on European life throughout the period; the political and economic crises of the interwar period; the rise of fascist and totalitarian regimes and the crisis of liberal democracy; the origins and course of the Second World War and the Holocaust. Only one version of A HIS 344 may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history.

**A HIS 345/345Z Europe Since World War II (3-4)**

The impact of World War II and the Cold War. Current social, economic, political and security problems. Only one version of A HIS 345 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 346/346Z History of England I (3-4)**

The historical development of English society and government from early times to the 17<sup>th</sup> century. Only one version of A HIS 346 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 347/347Z History of England II (3-4)**

The history of the United Kingdom and of the British Empire and Commonwealth from the 17<sup>th</sup> century to the present. Only one version of A HIS 347 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 349/349Z History of France Since 1815 (3-4)**

A survey of the history of France from 1815 to the Fifth Republic, with attention to the political, social, economic, and cultural developments within France during this period. Only one version of A HIS 349 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 350/350Z Gold, Conquest, & Pirates: Spain and Portugal in the Americas (3-4)**

Iberian backgrounds; the age of exploration and discovery; the conquest and settlement of America by the Spanish and the Portuguese; Iberia and America in the 16<sup>th</sup>, 17<sup>th</sup>, and 18<sup>th</sup> centuries. Only one version of A HIS 350 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 351/351Z History of Germany (3-4)**

Germany since 1806. The wars of national liberation; Bismarck, unification, and the *Wilhelminian Reich*; World War I; the Weimar Republic; the Third Reich and totalitarianism; the German Federal and German Democratic Republics, post-1990 unity. Only one version of A HIS 351 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 352/352Z History of Eastern Europe I (3–4)**

The history, culture, and contemporary affairs of the people of the Baltic, Danubian, and Balkan regions from earliest times to the early 19<sup>th</sup> century. Only one version of A HIS 352 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History. May not be offered in 2018–2019.

**A HIS 353/353Z History of Eastern Europe II (3–4)**

The history, culture, and contemporary affairs of the people of the Baltic, Danubian, and Balkan regions from the early 19<sup>th</sup> century to the present. Only one version of A HIS 353 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 354/354Z History of Russia I (3–4)**

The evolution of Russia from Kievan origins, Tatar conquests and emergence of Muscovy to the development of the Russian Empire in the 18<sup>th</sup> and 19<sup>th</sup> centuries. Only one version of A HIS 354 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 355/355Z History of Russia II (3–4)**

Russia from the emancipation of the serfs to the present, including the Revolutions of 1905 and 1917 and the foundations, development and expansion of the Soviet Union. Only one version of A HIS 355 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 356/356Z The World at War, 1939–1945 (3–4)**

A political, diplomatic, military, economic, and social history of the Second World War. Among the topics covered will be war and peace plans, the military campaigns in the European, Pacific, and North African theaters of war, the plight of conquered nations, the concentration camps, and the war crimes trials. Only one version of A HIS 356 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 360 (= A JST 360) Bearing Witness: Holocaust Diaries and Memoirs (3)**

A study in diaries, autobiographies, and memoirs of Jews written during and after the Nazi Holocaust. Considers the complex historical questions raised by such works, including: What can be learned about the Holocaust through autobiographical writing? To what extent were the authors aware of the scope of the attacks on European Jewry beyond their own immediate experience? What responses were available to Jews during this period? How did the authors make sense of their experiences? What are the merits and limits of autobiographical writing as a historical resource? How do accounts of the period change as authors' chronological proximity to the events increases? In what ways are memoirs of the Holocaust shaped by the events occurring at the time in which they written?

**A HIS 365/365Z War, Society, and Culture to 1789 (3–4)**

The history of war in the West in its widest social and cultural context, treating equally the profound effects of warfare upon the societies that wage it, and the many ways that particular

societies and cultures affect the nature of the wars they wage. Topics include: the origins and nature of organized violence in prehistory; warfare and society in ancient Greece and Rome; the practices and values of war during the Middle Ages; the “military revolution” of the early modern period; and the origins of the profound transformation of war that culminated in the West during the Revolutionary period of the late 18<sup>th</sup> century. Only one version of A HIS 365 may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history.

**A HIS 366/366Z War, Society, and Culture since 1789 (3–4)**

The history of war in the West in its widest social and cultural context, treating equally the profound effects of warfare upon the societies that wage it, and the many ways that particular societies and cultures affect the nature of the wars they wage. Topics include: the transformation of war in Europe by the French Revolution and Napoleon; the nature and effects of European colonial wars and decolonization; the origins and development of total war in the 19<sup>th</sup> and 20<sup>th</sup> centuries; the military, political, social, and cultural histories of the two world wars; women, gender, and war; atrocity, war crimes, and the laws of war; the history of post-traumatic stress disorder; soldier and civilian experiences of modern war; nuclear war; and terrorism. Only one version of A HIS 366 may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history.

**A HIS 368 (= A JST 357) Western European Jewry in Modern Times (3)**

A detailed examination of Jewish history in West and Central Europe that highlights the transformation and politicization of Jewish life in the modern era until World War II. Examines the denationalization of Judaism; the Jewish Enlightenment and its opponents; the campaigns for and against emancipation; the role of Jews in European culture, politics, and industry; and the rise of modern antisemitism.

**A HIS 391/391Z Advanced Topics in European History (1–4)**

Specific topics to be examined will be announced during advance registration. May be repeated for credit. Prerequisite(s): permission of instructor; junior or senior standing, or 3 credits in History.

**A HIS 416Z European Economic History (4)**

The history of capitalism in Europe from the reintroduction of money in circulation to the post-1970 crisis. Readings and discussions will focus upon industrialization, managerialism, labor agitation, political economy, and the economics of war. Prerequisite(s): junior or senior standing, or permission of instructor. May not be offered in 2018–2019.

**A HIS 454/454Z The Diplomacy of National Power, 1815–1890 (3–4)**

Great power relations from the post-Napoleonic search for stability through concert to the victory of nationalism in Italy and Germany and the rise and fall of the Bismarckian alliance system. Only one version of A HIS 454 may

be taken for credit. Prerequisite(s): junior or senior standing.

**A HIS 455/455Z The Diplomacy of Global Conflict, 1890–1945 (3–4)**

Great power relations during the era of the two World Wars, emphasizing underlying forces and rivalries that led to war and attempts to defuse tensions and prevent aggression. Only one version of A HIS 455 may be taken for credit. Prerequisite(s): junior or senior standing.

**A HIS 456/456Z The Diplomacy of the Nuclear Age (3–4)**

History of international relations since World War II, with emphases on the Cold War and its global impact; the collapse of the Soviet Union and manifestations of American unilateralism; arms control and nuclear proliferation; the end of colonialism and its consequences; ethnic conflicts and terrorism; European economic integration and its problems; the resurgence of Russia; and the rise of China as a global superpower. Only one version of A HIS 456 may be taken for credit. Prerequisite(s): junior or senior standing.

**A HIS 460/460Z History of Nationalism (3–4)**

The nature and development of nationalism; a study of the meaning of nationalism, nationalist theorists, nationalist leaders, and nationalist movements from the 18<sup>th</sup> century to the present. Only one version of A HIS 460 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History. May not be offered in 2018–2019.

**A HIS 463/463Z The Byzantine Empire, 300–1453 (3–4)**

Survey of the socioeconomic, ethnic, political, religious, intellectual, and artistic history of Byzantine civilization from late antiquity to the 15<sup>th</sup> century. Only one version of A HIS 463 may be taken for credit. Prerequisite(s): junior or senior standing.

**Colloquia and Independent Study in European History**

The following colloquia are limited to undergraduate students and may be taken only with the permission of the instructor. Specific topics to be examined in the colloquia will be announced at the time the courses are offered, and students may obtain a list of topics from the Department of History at the time of advance registration. Colloquia may be repeated for credit.

**A HIS 481Z Colloquium in European History (4)**

May not be offered in 2018–2019.

**A HIS 483Z Colloquium in Russian and East European History (4)**

May not be offered in 2018–2019.

**A HIS 485/485Z Colloquium in Comparative and Cross-Cultural History (3–4)**

May not be offered in 2018–2019.

**A HIS 497 Independent Study in History (2–4)**

For description, see listing in *Concentration in U.S. History*. S/U graded.

**A HIS 498 Honors' Independent Research and Writing (4)**

For description, see listing in *History Honors Program*. S/U graded.

**World History**

**T HIS 226 Historical Fiction (3)**

Historians and fiction writers seldom bring their two disciplines together to determine how they can complement each other. This course will combine history's commitment to the raw material of the past with the fiction writer's skill in shaping a compelling narrative in order to determine how to write about the past in a more convincing manner and how to gather essential facts from past events. Prerequisite(s): open to Honors College students only.

**A HIS 244 (= A JST 244 & A HEB 244) Zionism, Palestine, and Israel in Historical Perspective (3)**

A study of 19<sup>th</sup> century Jewish and European history resulting in the formation of Jewish nationalism. Covers the development of various Zionist ideologies and organizations as well as their challengers within and outside the Jewish community. Examines the history of settlement in Palestine, the founding of the state of Israel, and the country's subsequent development. Only one version of A HIS 244 may be taken for credit.

**A HIS 252 (= A JST 251) Early Israel and Biblical Civilization (3)**

The history and culture of ancient Israel from its beginnings to the Persian Empire. A survey of the Hebrew Bible (in English) as the major source for the study of early Judaic religious and social forms in the context of the Near East. Only one version of A HIS 252 may be taken for credit. May not be offered in 2018-2019.

**A HIS 253 (= A JST 253 & A REL 253) Medieval Jews Among Muslims and Christians (3)**

Explores the course of Jewish history from the destruction of the Second Temple in Jerusalem until the French Revolution. Investigates the experience of Jews between and within the major religious and cultural systems that dominated medieval Europe; Islam and Christianity. The course charts the history of Sephardic and Ashkenazic Jewry, noting the important social, religious, cultural, and political characteristics of each community, as well as their interaction with two great world civilizations. Only one of A HIS 253, A JST 253 & A REL 253 may be taken for credit.

**A HIS 260 (= A EAS 260) China in Revolution (3)**

This course examines China's four great 20<sup>th</sup> century revolutions: the 1911 Revolution, the 1949 Communist Revolution, the Great Proletarian Cultural Revolution, and the reforms of the 1980s and 1990s. Topics include authority and dissent, constituency mobilization, the relationship between urban and rural regions, and the changing nature of ideology in China.

Only one version of A HIS 260 may be taken for credit.

**A HIS 266 (= A JST 256 & A REL 256) World Jewry Since the Holocaust (3)**

Examines the historical, cultural, societal, and demographic changes in world Jewry since the Holocaust. Investigates the decline of European Jewish communities and the development of the United States and Israel as postwar centers of modern Jewish life. Only one version of A HIS 266 may be taken for credit.

**A HIS 268 Introduction to Southeast Asia (3)**

Examines the events, people, and places significant to Southeast Asia's past. Topics may include: the rise of traditional states and religions, the role of trade in shaping society and the environment; the effects of colonial empires; transformations in conceptions of the body, the relationship between gender and modernity; the origins of nationalism, communism, and revolution the transformations wrought by World War II and the Cold War; the experience of genocide and terror; and the tensions between democracy and authoritarian rule.

**A HIS 275 (= A JST 275) Antisemitism: Historical Exploration & Contemporary Challenges (3)**

Explores pre-modern forms of anti-Jewish hatred, the manifestation of antisemitism in the modern period, and several of the current debates on antisemitism. Explores the instrumentalization of antisemitic hatred through several case studies and provides students with the means to assess critically both current antisemitic attacks and contemporary debates about antisemitism. Only one of A HIS 275 and A JST 275 may be taken for credit.

**A HIS 278 (= A EAJ 278) Japanese Pop Culture from Edo to the Present (3)**

This course introduces some of the forms of "popular culture" prevalent in Japan from 1600 until the present day, with a strong emphasis on the social, economic and intellectual forces behind these major trends. This course, organized chronologically, offers a look at the many historical developments connected with popular forms of music, theater, film and comics, including the rise of a new urban print culture in the 17<sup>th</sup> century, the introduction of "Western" art forms such as motion pictures and jazz music in the 1920s, and the steady expansion of both domestic and international markets for Japanese film, music and comics in the years since 1945. Conducted in English; no knowledge of Japanese is required. Only one version of A HIS 278 may be taken for credit.

**A HIS 286 (= A AFS 286) African Civilizations (3)**

Africa from prehistoric times to 1800 with emphasis on sub-Saharan Africa, the development of indigenous states and their response to Western and Eastern contacts. Only one version of A HIS 286 may be taken for credit.

**A HIS 287 (= A AFS 287) Africa in the Modern World (3)**

Africa since 1800: exploration, the end of the slave trade, the development of interior states, European partition, the colonial period, and the

rise of independent Africa. Only one version of A HIS 287 may be taken for credit.

**A HIS 289 Topics in World History (3)**

Specific topics to be examined will be announced during advance registration periods. May be repeated for credit when content varies.

**A HIS 293 History of Women in the Americas (3)**

An historical survey of the role of women in the United States, Canada, and Latin America from colonial times to the present with emphasis on social, intellectual, and political developments and feminist movements.

**A HIS 297/297Z (= A REL 297/297Z) Religion and Society in History (3)**

This course will focus on the role religion has played in societies from antiquity to the present. Our examination will include the anointed kings of ancient Israel, the idealized unity of emperor and patriarch in Byzantium, the universal claims of the Holy Roman Empire, the role of the prophet in Islam, the divinity of the Emperor in China and Japan, the conception of the monarchy in Western and Eastern Europe, the anti-religious rhetoric of European revolutions, the separation of church and state in contemporary secular societies, the current revival of fundamentalism, and the persistence of wars based on religion. Architecture, music, iconography, and rituals will be examined for the information they provide. Only one version of A HIS 297 may be taken for credit.

**A HIS 350/350Z Gold, Conquest, & Pirates: Spain and Portugal in the Americas (3–4)**

Iberian backgrounds; the age of exploration and discovery; the conquest and settlement of America by the Spanish and the Portuguese; Iberia and America in the 16<sup>th</sup>, 17<sup>th</sup>, and 18<sup>th</sup> centuries. Only one version of A HIS 350 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 356/356Z The World at War, 1939–1945 (3–4)**

A political, diplomatic, military, economic, and social history of the Second World War. Among the topics covered will be war and peace plans, the military campaigns in the European, Pacific, and North African theaters of war, the plight of conquered nations, the concentration camps, and the war crimes trials. Only one version of A HIS 356 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 367/367Z Contemporary Latin America (3–4)**

Survey of Latin American backgrounds followed by study of the social, economic, and political problems of Latin America since World War II. Particular attention to the phenomena of social change, economic nationalism, and revolution. Only one version of A HIS 367 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 369/369W (= A LCS 369) Central America and the Caribbean (3–4)**

The circum-Caribbean lands and islands in the 19<sup>th</sup> and 20<sup>th</sup> centuries; independence; independent nations and colonies; foreign intrusions

and interventions; social and economic change; revolutions; comparative Caribbean studies. Only one version of A HIS 369 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 371/371Z (= A LCS 371/371Z)**

**South America Since 1810 (3–4)**

The political, economic, social, and cultural evolution of the South American nations from the winning of independence to the present, with emphasis on Argentina, Brazil, and Chile. Among topics studied will be dictatorship, democratic government, economic change, modern revolution, and social trends. Only one version of A HIS 371 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 373/373Z (= A LCS 373/373Z)**

**History of Modern Mexico (3–4)**

An in-depth survey of Mexico since Independence, this course emphasizes agrarian change and peasant rebellion; foreign intervention and U.S.-Mexican relations; indigenous and mestizo identities; gender and culture; political stability and economic development; authoritarianism, democratization, and globalization; and Latinos in the U.S. Only one version of A HIS 373 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History or Latin American and Caribbean Studies.

**A HIS 374 (= A EAC 374) Crime and Punishment in Traditional China (3)**

This course will examine the distinctive understanding of crime and the law in China from the 7<sup>th</sup> to the 19<sup>th</sup> centuries. We will be particularly interested in theories of law during this period, the institutions of the imperial justice system, varieties of crime and punishment, and popular representations of the criminal justice system. Readings will include primary sources such as legal codes, case histories, and crime stories as well as secondary works on Chinese legal history. There are no prerequisites for this course, although some background in Chinese Studies will be helpful. Only one version of A HIS 374 may be taken for credit.

**A HIS 375 (= A EAS 375) Japan-Korea Relations: 1592 to the Present (3)**

This course explores Japan-Korea relations from the end of the 16<sup>th</sup> century to the present day. It proceeds chronologically to chart the evolving diplomatic relationship between the ruling families in Japan and Korea during the early modern period before then turning to examine Japan's colonial domination of Korea starting in the late 19<sup>th</sup> century and the postcolonial situation that has existed between Japan, North Korea, and South Korea since shortly after the end of World War II. Substantial attention will be placed on exploring issues of national identity, race, and imperialism as they relate to the interconnected histories of Japan and Korea as presented in this course. Only one version of A HIS 375 may be taken for credit. Prerequisite(s): A EAJ 170, A EAK 170, A HIS 177, or permission of instructor.

**A HIS 378/378Z History of South Asian Civilization II (3–4)**

Study of South Asia from the 18<sup>th</sup> century, with emphasis on changes brought about by British rule and by modernization; the creation of new nation states. Only one version of A HIS 378 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History. May not be offered in 2018-2019.

**A HIS 379/379Z (= A EAC 379/379Z)**

**History of Premodern China (3–4)**

This course is a survey of China's historical development from prehistory to the founding of the Ming Dynasty in the fourteenth century. We will concern ourselves especially with the transformation of Chinese social structure over time, the relations between the state and the social elite, and the relationship between China's intellectual, political, and social histories. Only one version of A HIS 379 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in East Asian Studies or History.

**A HIS 380/380Z (= A EAC 380/380Z)**

**History of Modern China (3–4)**

This course is a survey of China's history during the late imperial and modern periods. It begins with the founding of the Ming dynasty in the late 14<sup>th</sup> century and concludes with the present day. Of particular interest is the interplay of political, social, and intellectual history during this period. Only one version of A HIS 380 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in East Asian Studies or History.

**A HIS 381/381Z History of the Middle East I (3–4)**

Mohammed, Islam as a religion and a way of life; the Umayyad, Abbasid, Byzantine, and Persian empires, and the Ottoman Empire to 1789. Only one version of A HIS 381 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 382/382Z History of the Middle East II (3–4)**

The Ottoman Empire in the 19<sup>th</sup> century; European imperialism in the Middle East; the rise of nationalism; the World Wars; current political, social, and economic problems. Only one version of A HIS 382 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 383/383Z The Arab-Israeli Conflict in Historical Perspective (3–4)**

The background and history of the Arab-Israeli conflict. Only one version of A HIS 383 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History. May not be offered in 2018-2019.

**A HIS 384/384Z (= A EAJ 384/384Z)**

**History of Premodern Japan (3–4)**

This course will cover Japanese history from prehistory through 1600. Focus will be on political and economic trends. Only one version of A HIS 384 may be taken for credit. Prerequisite(s): junior or senior standing, or permission of instructor.

**A HIS 385/385Z (= A EAJ 385/385Z)**

**History of Modern Japan (3–4)**

This course is a survey of modern Japanese history. It covers the period from 1600 to the present day. The focus is on the interconnections between political, social, and intellectual history during Japan's emergence as a world power. Only one version of A HIS 385 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in East Asian Studies or History.

**A HIS 386 (= A AFS 386) Race and Conflict in South Africa (3–4)**

Study of the historical origins and development of racial conflict in South Africa with a concentration on economic, political, social and religious change in the 20<sup>th</sup> century. Topics will include: changing state structures and ideologies, the impact of industrialization, transformations of rural and urban life, African religious movements, political and religious connections with Black Americans, gender relations, and changing forms of popular resistance against white domination. Only one version of A HIS 386 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in Africana Studies or History.

**A HIS 387/387Z (= A REL 387/387Z) Islam in the Middle East: Religion and Culture I (3–4)**

Social, political, economic and religious dimensions of Islam from the time of Mohammed through the 18<sup>th</sup> century with emphasis on the intellectual, cultural, and educational institutions of the Middle East. Among topics discussed will be Sunnism-Shi'ism and the schools of law, social and economic infrastructure, science and education, and reasons for the waning of the Muslim world. Only one version of A HIS 387 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 388/388Z (= A REL 388/388Z) Islam in the Middle East: Religion and Culture II (3–4)**

Social, political, economic and religious changes in the Middle East from the 18<sup>th</sup> century to Ayatollah Khomeini. Among the topics discussed will be the impact of the West on the Middle East, the role of oil in shaping the global economy, nationalist movements, the crisis in the Persian Gulf, and the rise of Islamic Revivalism. Only one version of A HIS 388 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 389/389Z Advanced Topics in Asian History (1–4)**

Specific topics to be examined will be announced during advance registration periods. May be repeated for credit when content varies. Prerequisite(s): at least one course in East Asian Studies or in Asian History, or permission of instructor.

**A HIS 392/392Z Advanced Topics in Latin American History (1–4)**

Specific topics to be examined will be announced during advance registration. May be repeated for credit when content varies. Prerequisite(s): permission of instructor, junior or senior standing, or 3 credits in History.

**A HIS 396/396Z Advanced Topics in the Middle East (1–4)**

Specific topics to be examined will be announced during advance registration periods. May be repeated for credit when content varies. Prerequisite(s): junior or senior standing, or 3 credits in History.

**A HIS 436 (= A EAJ 436) Fascism: Japan and Beyond (3)**

This course explores the idea of “fascism” as a framework to analyze society. Taking Japan as a point of departure, we will investigate “fascism” in relation to political economy, intellectual production, and mass culture primarily in the Axis powers in the first half of the 20<sup>th</sup> century. Particular attention will be devoted to the importance of cross-regional interactions in developing ideas of bureaucracy and national mobilization, race and ethnicity, and systems of political participation. Prerequisite(s) A EAJ 385.

**A HIS 451 (= A LCS 451 & A WSS 451) Gender & Class in Latin American Development (3)**

The study of the historical interplay of cultural, ideological, and structural factors affecting women’s lives during the course of Latin America’s experience with modernization and industrialization during the 19<sup>th</sup> and 20<sup>th</sup> centuries. Topics covered may include: household work, paid work, migration, growth of female-headed households, women’s political participation, and women’s participation in social movements. Only one version of A HIS 451 may be taken for credit. Prerequisite(s): any course in LACS and/or Women’s Studies and/or History. May not be offered in 2018-2019.

**A HIS 458/458Z (= A EAC 458/458Z) New Orders in Asia (3–4)**

This class examines the international orders in place in Asia from the days of 19<sup>th</sup> century imperialism to the search for a 21<sup>st</sup> century post-Cold War order. The focus will be on political, cultural, and economic interactions among the three main East Asian powers: China, Japan, and the U.S. Only one version of A HIS 458 may be taken for credit. Prerequisite(s): junior or senior standing.

**A HIS 463/463Z The Byzantine Empire, 300–1453 (3–4)**

For description, see listing under Concentration in European History. Only one version of A HIS 463 may be taken for credit.

**A HIS 468 (= A EAS 468; formerly A HIS/ A EAS 399) Confucius and Confucianism (3)**

This course surveys the main texts and themes in the development of the Confucian tradition from its origins in China through its spread in Japan and Korea to its reemergence in contemporary East Asia. The emphasis is on the way that the tradition has responded to social conditions. Particular attention will be paid to the relationship between Confucian intellectuals and political power. The rivalry with other traditions (e.g., Taoism, Buddhism, Marxism, Liberalism, etc.) will also be considered. Only one

version of A HIS 468 may be taken for credit. Prerequisite(s): A HIS 177, 379, A EAS 103, 170, 190, or permission of instructor.

**A HIS 471 (= A EAC 471; formerly A HIS/ A EAC 398) Change in Medieval China (3)**

This course focuses on the dramatic change that China underwent between the 8<sup>th</sup> and the 14<sup>th</sup> centuries. We will examine this transformation from several historical perspectives: political history, economic history, social history, intellectual history, and cultural history in order to better understand China’s shift from aristocratic to literati society. Only one version of A HIS 471 may be taken for credit. Prerequisite(s): A HIS 177, 379, or permission of instructor.

**A HIS 497 Independent Study in History (2–4)**

For description, see listing in *Concentration in US History*. S/U graded.

**A HIS 498 Honors’ Independent Research and Writing (4)**

For description, see listing in *History Honors Program*. S/U graded.

**Capstone: Senior Research Seminar**

**A HIS 489Z Senior Research Seminar (3)**

The Senior Research Seminar is an integrated, capstone course that is the culmination of the history student’s major. It will extend skills that students have established and practiced in their previous history courses, and will include an in-depth exploration of the tools and concepts used by historians. Students will conduct individual research, using primary and secondary sources to produce a substantial body of writing. This course cannot be repeated for credit. Prerequisite(s): senior standing in the history major.

**History Honors Program**

**A HIS 495Z and 496Z Senior Honors Thesis Seminar (4, 4)**

Preparation of a substantial honors thesis under the supervision of a member of the Department of History. Students present periodic progress reports, criticize each other’s work, and deliver an oral summary of the completed thesis. Students in the honors program must satisfactorily complete both A HIS 495Z and 496Z. Prerequisite(s): admission to the history honors program.

**A HIS 498 Honors’ Independent Research and Writing (4)**

Directed reading and conferences about research on selected topics in history related to students’ honors thesis research. Replaces A HIS 497Z for honors students. May not be repeated for credit. Prerequisite(s): permission of instructor and director of undergraduate studies, junior or senior standing. Open only to students in the history honors program. S/U graded.

**Program in Human Biology**

**Faculty**

*Professors Emeritae/i*

Helen T. Ghiradella, Ph.D.

University of California, Santa Barbara  
Timothy B. Gage, Ph.D.

Pennsylvania State University

*Professor*

Lawrence M. Schell, Ph.D.

University of Pennsylvania

*Associate Professor*

Adam D. Gordon, Ph.D.

University of Texas at Austin

*Assistant Professors*

Louis Alvarado, Ph.D.

University of New Mexico

Julia Jennings, Ph.D.

Pennsylvania State University

Cara Ocobock, Ph.D.

Washington University in St. Louis

*Lecturers*

Mercedes Fabian, Ph.D.

University at Buffalo

Amanda N. Spriggs, Ph.D.

University at Albany

The Human Biology program is a combined major/minor designed for students interested in a liberal arts education with particular focus on the human organism. It provides a strong background in human evolution, structure, function and behavior. This program is especially suitable for those seeking careers that deal directly or indirectly with human health and welfare (e.g., medicine, allied health [physician assistant, occupational therapy, physical therapy, nursing, etc.], public health), forensics, administration, business, journalism, and teaching.

Students interested in research and/or teaching careers in biological anthropology are especially encouraged to major in Human Biology. Most graduate programs in Anthropology require undergraduate coursework in at least three of the four traditional subfields of anthropology (archaeology, cultural anthropology, biological anthropology), and some also require linguistics as the fourth subfield. It is advisable, therefore, for those intending to do graduate work in an anthropology department to take at least one course in each of these subfields. Students who plan on graduate work and professional careers in Biology are advised to major in Biological Sciences.

## Degree Requirements for the Major in Human Biology

**General Program B.S.:** Combined major and minor sequence consisting of a minimum of 55 credits to be taken from:

**(a) Required courses (42 credits minimum):**

**Basic Sciences:**

A BIO 120 or 131; A BIO 201; A BIO 121 or 130; A BIO 202Z; A BIO 205 or 212Y;

A CHM 120 or 130 or T CHM 130, 121 or 131 or T CHM 131, 124, 125;

A MAT 108 or A PSY 210 or A SOC 221 or one semester of college mathematics exclusive of A MAT 100, 102, 104, or 105;

A PHY 105.

**Fundamentals of Human Biology:**

A ANT 110, 211, 316, 318, and one of A ANT 312 (= A BIO 318) or 319 or 416.

**(b) Major electives (13 credits minimum):**

A ANT 111, 119, 304, 309, 311, 312 (= A BIO 318) if not used in (a) above, 319 if not used in (a) above, 364, 416 if not used in (a) above, 314, 317, 365, 414, 415, 416, 418, 419, 450;

A BIO 117, 205 or 212Y if not used in (a) above, 217, 308, 311, 314, 329, 330, 320 or 401, 402, 410, 411;

A CHM 220, 221, 222, 223;

A PSY 203, 314, 329, 340, 385, 387;

A SOC 359, 370

H SPH 201, 231, 341

A maximum of 3 credits may be selected from R SSW 290/390, A BIO 399/499 and/or A ANT 498/498, with prior approval for appropriate activities from the Director(s) of the Human Biology major. The one-credit writing intensive courses, A ANT 389Z and A BIO 389Z, taken in conjunction with a required or elective course in the major, may also yield credit toward the major.

## Program in Journalism

### Faculty

*Professors*

Thomas Bass, Ph.D.

University of California, Santa Cruz

Nancy Roberts, Ph.D.

University of Minnesota

*Assistant Professor*

Chang Sup Park, Ph.D.

Southern Illinois University

*Lecturers*

Thomas Palmer, M.S.

Syracuse University

Laney Salisbury, M.S.

Columbia University

*Adjunct Faculty*

Steven Barnes, B.A.

Ithaca College

David Guistina, M.A.

University at Albany

Michael Hill, B.A.

SUNY Geneseo

Mike Huber, M.A.

University at Albany

Barbara Lombardo, M.A.

Ohio State University

Mark Marchand, B.S.

University of Massachusetts

Holly McKenna, M.A.

University at Albany

James Odato, B.A.

University of Massachusetts

Shirley Perlman, B.A.

University at Buffalo

Ian Pickus, M.A.

University at Albany

Katherine Van Acker, B.S.

Montana State University

Jeffrey Wilkin, B.A.

St. Bonaventure

The Journalism Program, housed in the Department of Communication, offers courses in nonfiction writing, media analysis and production, and the history, societal, and global context of journalism. The Program also offers workshops that concentrate on student reporting, writing and editing, digital media publication, and photojournalism, as well as courses that address legal and ethical issues confronting journalists today

The Program's courses and internships prepare students for work as journalists, freelance writers, editors, TV producers, television and radio journalists, Web journalists, magazine and book publishers, copy writers, and public advocates in media. The Journalism Program also provides excellent preparation for students who want to pursue careers in related fields, such as law, government, history, educational policy, and teaching, as well as graduate study.

While offering survey courses that review the history and development of journalism from its early days in print to its current digital formats, the Program also

gives students hands-on experience with reporting and writing newspaper and magazine articles (both print and online) and producing other digital forms of journalism. The internship program encourages students to work at television and radio stations, newspapers and magazines, publishing houses, governmental agencies, non-governmental organizations, and public relations firms.

## Course Progression Restrictions

Students must complete A JRL 100 with a grade of C or better in order to take A JRL 200Z.

## Degree Requirements for the Major in Journalism

**General Program B.A.:** a minimum of 36 credits in A JRL courses including:

- 15 credits from: A JRL 100, 200Z, 201Z, 225, and 490Z
- 9 credits in Contextual courses from: A JRL 230, 281, 330, 340, 363, 410, 420, 468, 475
- 9 credits in Skills courses from: A JRL 308Z, 324, 355, 366Z, 380, 385Y, 390, 392, 442, 460Z, 475Z, 480Z, 487Z
- 3 credits in A JRL 495 (Internship) or from A JRL 410, 420, 460Z, 468, 475/475Z, 480Z, 487Z, or 497 (but no course may be repeated if already used in Contextual or Skills categories)

## Advising

The Journalism Program has established a solid reputation for giving students the individual attention required for curricular advising, placement in internships, and career planning. Graduates of the program have secured a wide variety of jobs in broadcasting and reporting or gone on to graduate study at Columbia University, New York University, Syracuse University, and other institutions. Journalism students work with the Academic Advisement Assistant (email: ComAdv@albany.edu; phone: 518-442-4875, location: 351 Social Science) to receive advisement and AVN numbers each semester. Undergraduate majors are encouraged to seek out a meeting with their assigned faculty mentor when they begin their studies in the Program to discuss their goals, and devise an overall plan of study supportive of those goals in the Program, in their minor or second major, and in their General Education requirement courses and electives.

## Honors Program

Journalism majors who wish to graduate with Honors in Journalism should contact Professor Thomas Bass, the Journalism Program's Honors Director. To be admitted to the Journalism Honors Program, a student must: (a) be a declared Journalism major; (b) have completed 12 credits in A JRL courses; (c) have a minimum 3.25 overall GPA and a minimum 3.50 GPA in Journalism; (d) submit an application essay.

In addition, the student is required, as part of his/her courses for completing the Journalism major, to choose one course from the Contextual courses menu from the following: A JRL 340 Global Perspectives on the News; A JRL 330 History of Journalism in the United States; A JRL 420 Media in the Digital Age; or A JRL 480 Public Affairs Journalism. The student must earn at least an *A-* in the chosen course. Senior honors students will then complete A JRL 499 Senior Honors Project. The Honors sequence requires 39 credits.

## Courses in Journalism

### A JRL 100 Foundations of Journalism (3)

Introduction to contemporary journalism as a major institution in American democracy. This course will help students become more informed about media and introduce them to the major issues in journalism. Topics range from media history and the economic structure of the industry to broad questions about the impact of media on individuals and society in a fast-changing technological society. Also addressed will be ethical and legal issues related to media practices in news media. A student must earn a grade of *C* or better in this course in order to take A JRL 200Z.

### T JRL 100 Foundations of Journalism and Media Studies Honors (3)

Specially designed for students in the Honors College, T JRL 100 is the Journalism Program's introductory course in Journalism and Media Studies. With a strong writing component, the course helps students become more informed about media. It teaches basic journalistic practices and introduces the major issues currently confronting journalism and media studies. Topics range from media history and the economics of the media industry to broad questions about the impact of media on individuals and society in the 21<sup>st</sup> century. T JRL 100 is the Honors College version of A JRL 100; only one version may be taken for credit. Prerequisite(s): Honors College students only.

### A JRL 200Z Introduction to Reporting and News Writing (3)

In this introductory workshop, students develop the skills of practicing reporters and news writers. They acquire the news judgment that allows them to identify what should be reported and written about, and they learn the fundamental

forms of journalistic writing. Students familiarize themselves with journalistic sources and evaluating their reliability. They practice revision and learn about the Associated Press style, civics, and rudimentary budget analysis. Prerequisite(s): A JRL 100 with a grade of *C* or higher.

### A JRL 201Z Reporting and News Writing II (3)

This course builds on the introductory A JRL 200Z course, moving students to more advanced news reporting by focusing on beat reporting, multimedia platforms, and advanced assignments such as: covering budgets, public hearings and community issues, and researching public records. At the end of this course, students will be expected to demonstrate strong competence in news judgment, reporting, writing simple and mid-level news stories, and meeting deadlines. They will also have a basic understanding of critical thinking for journalists and some familiarity with media ethics. Prerequisite(s): A JRL 200Z, or permission of instructor.

### A JRL 225 (= A DOC 225) Media Law and Ethics (3)

This course examines strategies for making good ethical decisions in newsgathering and writing as well as the laws that pertain to daily journalism and public relations. The course covers the major ethical theories and philosophies and the major legal cases that journalists must know. Emphasis will be on actual cases and hypothetical situations encountered in daily journalism. The course pays special attention to some of the most common dilemmas — libel, free press/fair trial conflicts, anonymous sources, and publishing content that can harm people. Only one version of A JRL 225 may be taken for credit. Prerequisite(s): restricted to Journalism, Documentary Studies and History majors and minors. Others may be admitted space permitting, and with permission from the instructor.

### A JRL 230 Media and War in U.S. History (3)

This course explores the roles, functions, and responsibilities of the mass media in times of war from a historical perspective. It focuses primarily on the news media and may also give some attention to entertainment media. Questions raised include: what impact have reporters' struggle for access and the government's struggle for control of information had on reporting methods and ultimately, on the news product? What has been the relationship between media representations of war and public attitudes toward war? And, how may have popular media constructed/influenced the way Americans remember and memorialize war? Relevant periods may include the Revolutionary and Civil Wars; World Wars I and II; and Korean, Vietnam, and Iraq Wars.

### T JRL 230Z The Mass Media and War in U.S. History (3)

T JRL 230Z is the Honors College version of A JRL 230Z; only one version may be taken for credit.

### A JRL 281X (= A WSS 281X) Women and the Media (3)

This course will explore how intersections of race, gender, class, nationality, sexuality, age, and (dis)ability shape representations of women

in mass media and popular culture. We will also learn to research and analyze various media sources, as well as engage in creative projects to examine such representations and challenge issues of sexual objectification and societal dominance. Recommended (as opposed to required) courses prior to or during enrollment: A WSS 101, A WSS 220, or A WSS/A AFS/A LCS 240. Only one version of A JRL 281 may be taken for credit.

### A JRL 308Z (= A DOC 308Z)

#### Narrative Journalism (3)

Students will explore a variety of journalistic styles, with emphasis on compelling narrative and description, combined with the skillful use of quotes and dialogue. The class features intensive critiques of students' work. A variety of formats will be studied: newspapers, magazines, non-fiction books, and online publications. Readings for the course include works by Janet Malcolm, Barbara Ehrenreich, Ellen Ullman, Mary Karr, Edward Abbey, Edmund Wilson, Michael Herr, and James Baldwin. Students submit weekly writing assignments and a final portfolio of edited work. Only one version of A JRL 308Z may be taken for credit. Prerequisite(s): A JRL 200Z, or permission of instructor.

### A JRL 324 (= A DOC 324)

#### Introduction to Documentary Photography (3)

From Mathew Brady's Civil War photographs, to the work of photographers of the U.S. Farm Security Administration in the 1930s, and through the stunning and emotive images of contemporary social, ethnographic, scientific, and war photographers, documentary photography has experienced a long and vigorous development. In this basic introductory hands-on workshop, students will examine the long heritage of documentary photography as well as the practical lessons to be learned from renowned practitioners. The course explores the use of still photographs to record various aspects of social, political, and cultural life and events. Students will develop their visual storytelling skills through a series of research and fieldwork hands-on projects involving the documentation of various aspects of contemporary life. Students should be familiar with the basics of digital camera operation. Only one version of A JRL 324 may be taken for credit. Prerequisite(s): restricted to Documentary Studies Program and Journalism majors and minors. Others may be admitted space permitting, and with permission from the instructor.

### A JRL 330 History of Journalism in the United States (3)

This course examines the development of journalism in the United States, emphasizing the role of the press as a social institution. Subjects covered include the function and purpose of the press, evolving definitions of news, changing interpretations of the First Amendment, and the ethical and legal dimensions of free speech. Also examined will be the social, economic, political, technological, and cultural forces that have shaped the practices of journalism today.

**A JRL 340 Global Perspectives on the News (3)**

This course provides a global perspective on news production and the distribution of media around the world. After studying the political and legal constraints under which international media operate, including the operating procedures of American journalists working as foreign correspondents, the course will explore topics including censorship, information warfare, Internet piracy, the blogosphere, and conflicts between national interests and the media technologies that are unconstrained by national borders. Readings include works by Marshall McLuhan, Umberto Eco, Benjamin Barber, Susan George, and others.

**A JRL 355 Public Relations Writing (3)**

Students are introduced to the history of public relations, tracing its modern development in the 20<sup>th</sup> century and current rise to political prominence. Topics to be discussed include branding, logos, packaging, and other corporate practices. Students will review the legal and ethical rules of governing PR. Only after exploring how the goals of PR may be antithetical to those of journalism, will students be asked to produce a variety of writing samples, including advocacy journalism, press releases, speeches, position papers, web content, and other forms of PR. Some of this work, simulating crisis management, will be produced on deadline. Prerequisite(s): A JRL 201Z or A JRL 270X, or permission of instructor.

**A JRL 363 (= A DOC 363) Visual Culture (3)**

The course explores the increasing predominance of visual media in contemporary life. It examines how traditional narrative forms of storytelling are being replaced by visual forms of storytelling in journalism, photojournalism, film, television, the internet, video games, anime, graphic novels, and advertising. Particular emphasis will be paid to the global flow of visual culture and the technologies that facilitate these cultural exchanges. Readings range from Marshall McLuhan and Laura Mulvey to contemporary writers on visual culture. Only one version of A JRL 363 may be taken for credit. May not be taken by students with credit for A JRL/T JRL 220.

**A JRL 366/366Z Magazine Writing (3)**

This course gives students experience in conceptualizing, researching, writing, rewriting, and submitting for publication different types of articles that are found in magazines, and the features section of newspapers, both print and online. Ethical issues and writer-editor relationships are also examined. Students write several articles of varying length and complete other assignments, such as writing query letters and analyzing magazine content. Prerequisite(s): A JRL 200Z and either A JRL 201Z or A JRL 270X; or permission of instructor.

**A JRL 380 (= A DOC 380) Photojournalism (3)**

Students develop the critical skills for evaluating and the technical skills for producing, editing, and publishing digital photographs in a variety of formats, including traditional newspapers, satellite transmissions from the field, and Internet websites. While developing their aesthetic

and technical skills, students will critique each other's photos in a workshop format. Only one version of A JRL 380 may be taken for credit.

**A JRL 385/385Y Broadcast Journalism (3)**

Students will report, write, produce, air, and record a variety of television and radio news stories with a degree of professionalism resembling what might be found in local newscasts, whether they be short reports or longer, feature-length stories. Working individually or in groups, students will use analog and digital video technologies and recording devices to produce their stories. Prerequisite(s): A JRL 200Z and either A JRL 201Z or A JRL 270X; or permission of instructor.

**A JRL 390 Digital Media Workshop: Online Publishing (3)**

This workshop course introduces students to the frontier of online journalism and audience building. Students develop proficiency with the range of online services and applications that journalists use today, including WordPress, Facebook, Twitter, Adobe Photoshop, and video-editing software. The field-based journalism projects include video and photography capture and editing. Students also learn search-engine optimization headline writing skills and online story editing. Prerequisite(s): A JRL 200Z, or permission of instructor.

**A JRL 392 Digital Media Workshop: Desk-Top Publishing (3)**

With an orientation to journalistic principles, this workshop course provides students with a cross-platform foundation in design, typography and color theory as it applies today in printed publications and mobile devices. Students learn workflow strategies in the editing and fusion of visual and written content for print and online. Projects include the creation of magazines, broadsheet or tabloid print designs and tablet visual design. Application training includes Adobe InDesign and Photoshop. Prerequisite(s): AJRL 200Z, or permission of instructor.

**A JRL 410 Images of Journalism in Film (3)**

This course explores the depiction of American journalism and journalists in a variety of fictional films and selected works of prose. Students study the history of filmed representations of journalists; they also study the images that journalists have presented of themselves and their profession. The course does not involve journalistic report and writing, but it does require close analysis of films, attentive reading, participation in class discussions, and a willingness to explore.

**A JRL 420 Media in the Digital Age (3)**

An examination of media and society in the digital age. The course explores the nature of media, their social role, and means of production. It surveys new technologies and their effect on effect on print, film, broadcast, web, and other media. Topics include recent developments in communications technology, news, social media, intellectual property, censorship, surveillance, and gender differences.

**A JRL 442 (= A DOC 442 & A WSS 442) Transmedia Storytelling (3)**

Students in this workshop learn how to use a variety of new media tools, including — but not restricted to — digital videos, interactive web pages, and animation software, to create a set of linked stories about a singular historical or newsworthy event. Additionally, students learn to search for, collect, and analyze primary sources — e.g. news stories, first-person accounts, government records, cultural artifacts, ephemera, found footage, etc. — stored in archives, libraries, museums, and online databases. Through the processes of research and reflection, students learn to understand the intersections and consequences of class, gender, race, and nationality. The workshop format enables students to participate fully as active learners and peer teachers. Only one version of A JRL 442 may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor. May not be offered in 2018-2019.

**A JRL 460Z Advanced Reporting and News Writing (3)**

Students in this advanced workshop will work on investigative and explanatory news stories that are thoroughly researched and compellingly written. Students are expected to develop a sense of journalistic tenacity and appreciation for applied research. They will learn how to develop a story through multiple drafts and how to produce articles noteworthy for journalistic flair, emotional impact, and informative power. Prerequisite(s): A JRL 201Z or A JRL 270X or permission of instructor.

**A JRL 468 (= A DOC 468) Literary Journalism (3)**

This course invites students to read and analyze literary journalism, with attention to its historical context. Readings include works by Daniel Defoe, Charles Dickens, Samuel Clemens, Stephen Cane, Janet Flanner, Lillian Ross, Rebecca West, John Hersey, James Agee, Dorothy Day, Meridel LeSueur, Truman Capote, Joan Didion, Tracy Kidder, and others. While reflecting on the relations between journalism and literary fiction and nonfiction, students will complete bi-weekly assignments. Only one version of A JRL 468 may be taken for credit. Prerequisite(s): A JRL 201Z.

**A JRL 475/475Z Topics in Journalism (3)**

This course may be either an intensive skills-oriented workshop or a conceptual course on a topic in journalism that bears serious study. More than one section may be offered in a semester. May be repeated for credit if content varies. Prerequisite(s): A JRL 200Z or 270X.

**A JRL 480/480Z Public Affairs Journalism (3)**

The Capital District offers a unique laboratory for reporting on public affairs at all levels, from the local to the national. These include governmental affairs, but also judicial matters, relations between New York State and the State's indigenous Indian tribes, and policy issues concerning medicine, technology, business, and education. Public affairs journalism is now part of a large debate about the lengths to which journalists should go in hosting community events and creating an informed citizenry. Along with numerous writing



assignments, students will engage in wide reading of journalists who have staked out positions to this debate and operated effectively as reports or advocates in the public arena. Prerequisite(s): A JRL 200Z and either A JRL 201Z or A JRL 270X; or permission of instructor.

**A JRL 487Z Investigative Reporting (3)**

Intensive reading and analysis of the history, strategies, techniques, ethics and practical problems of the craft of investigative reporting. Emphasis will be on hands-on experience with documents, sources, state agencies and ethical dilemmas. The goal is to produce a substantial piece of original, in-depth reportage by semester's end. Prerequisite(s): A JRL 201Z or A JRL 270X; or permission of instructor.

**A JRL 490Z Digital Publication (3)**

This workshop is devoted to electronic publishing in a wide variety of contemporary contexts — from the Web, to blogs, to Webcasts, and others. Most often, the course will involve publishing at least one issue of a journalistic online publication, in addition to other assignments that require using other forms of contemporary electronic media. Students will be expected to exercise news judgment; report, write, and edit stories; work with digital imaging; utilize graphic design and layout principles; and work through a publishing process. Prerequisite(s): A JRL 201Z, and either A JRL 390 or A JRL 392; or permission of instructor.

**A JRL 495 Internship in Journalism (1–6)**

The course is limited to Journalism majors and minors. Internships in a variety of media are offered for variable credit. The internship requires that students work on-site in a professional media organization, under the direct supervision of a qualified supervisor. A faculty supervisor will also design an academic component for the internship, based on readings, daily journals, and the writing of papers that analyze and reflect on the work experience. The faculty supervisor will meet regularly with interns. May be repeated for up to a total of six credits. Prerequisite(s): internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher and an overall grade point average of 3.0 or higher in their coursework in Journalism. *S/U* graded.

**A JRL 497 Independent Study in Journalism (1–3)**

For variable credit (1-3), students in Journalism pursue an independent project under the supervision of a full time faculty member. A student might use this course to enhance a portfolio, gain expertise in journalistic practices, research a special topic, or complete work on a major assignment. An application to a faculty member is required. A written agreement outlining the goals and work to be completed during the independent study is also required. The course is limited to seniors with prior journalism experience, although they do not have to be a journalism major or minor.

**A JRL 499 Senior Honors Project in Journalism (3)**

Students will define, develop, research, and write or produce in electronic or visual form an individual project of serious merit. The project

is intended to demonstrate the range of skills acquired during the student's training in Journalism. The project should also demonstrate a nuanced understanding of the ethical and legal issues of the profession. Work on the project will be supervised by advanced arrangement with a faculty member. The decision on whether a student's final project merits receiving Honors in Journalism will be made by the faculty of the Journalism Program.

**Program in Judaic Studies**

**Faculty**

Cristina Florea, Ph.D.  
Assistant Professor in the  
Department of History  
Federica Francesconi, Ph.D.  
Director of the Judaic Studies  
and Assistant Professor in the  
Department of History

*Instructors*

Arthur Brenner, Ph.D.  
Rabbi Nomi Manon  
Keren Zilberberg, M.A.  
Affiliated Faculty  
Victor Asal, Ph.D.  
Rockefeller College,  
Department of the Public  
Administration and Political Science  
Robert J. Gluck, M.H.L., M.S.W., M.F.A.  
Department of Music  
Nadieszda Kizenko, Ph.D.  
Department of History  
Patrick Nold, Ph.D.  
Department of History  
Edward L. Schwarzschild, Ph.D.  
Department of English  
Sharona R. Wachs, M.A., M.L.S.  
University Libraries

The Department of History's Program in Judaic Studies offers a variety of courses about Judaism and Jewish history in their diverse cultural expressions from antiquity to the present. We are scholars, teachers, and students aimed at exploring the fundamentals of Judaic studies as an interdisciplinary academic field with a variety of methodologies. The Program offers minors in Judaic Studies and in Hebrew, and many courses in the Program are cross-listed with other departments.

**Careers**

Judaic Studies is a broad-based liberal arts discipline leading to a variety of careers. Many students with a solid background of Judaic Studies courses pursue careers in law, diplomacy, history, medicine, journalism, business, social welfare, Jewish communal administration, or education, often after appropriate graduate training.

**Special Programs or Opportunities**

The State University system has arrangements with the University of Haifa, the Hebrew University, Ben-Gurion University, Tel Aviv University, and Bar-Ilan University for students who desire to spend a semester or an academic year studying in Israel; credits toward the minor in Judaic Studies will be awarded for suitable courses. This program is administered from the Albany campus and is available to students, regardless of major.

Several scholarships, student practicums, and opportunities for experiential learning are available.

**Courses in Hebrew**

**A HEB 101 Elementary Hebrew I (4)**

Introduction to the fundamentals of modern spoken and written Hebrew.

**A HEB 102 Elementary Hebrew II (4)**

Continuation of A HEB 101. Prerequisite(s): A HEB 101 or equivalent, or placement.

**A HEB 201 Intermediate Hebrew I (3)**

Readings, grammar, composition, and conversation. Prerequisite(s): A HEB 102 or equivalent, or placement.

**A HEB 202 Intermediate Hebrew II (3)**

Continuation of A HEB 201. Grammar, composition, and conversation. Prerequisite(s): A HEB 201 or equivalent, or placement.

**A HEB 244 (= A JST 244 & A HIS 244) Zionism, Palestine, and Israel in Historical Perspective (3)**

A study of 19<sup>th</sup> century Jewish and European history resulting in the formation of Jewish nationalism. Covers the development of various Zionist ideologies and organizations as well as their challengers within and outside the Jewish community. Examines the history of settlement in Palestine, the founding of the state of Israel, and the country's subsequent development. Only one version may be taken for credit.

**A HEB 297 Independent Study in Hebrew (3)**

Directed readings and conferences on selected topics in Hebrew language and literature. May be repeated for credit when content varies. Prerequisite(s): permission of instructor and department chair. May not be offered in 2018-2019.

**A HEB 307 Hebrew Composition and Conversation (3)**

Intensive oral and written practice. Composition and conversation based on readings representing the development of the Hebrew language and literature. Prerequisite(s): A HEB 202 or equivalent. May not be offered in 2018-2019.

**A HEB 308 (= A JST 308) Readings in Hebrew Literature (3)**

Study of a selected period, genre, or author of Hebrew literature. The course is taught in translation (in English). May be repeated when content varies. May not be offered in 2018-2019.

**A HEB 309/309Y (= A JST 309) 20<sup>th</sup> Century Hebrew Literature (3)**

A study of selected works of Hebrew literature from the beginning of the 20<sup>th</sup> century to the present. The works studied will deal with such themes as alienation, disaster, religious and secular worldviews, and the place of Israel. The course is taught in translation (in English). May be repeated when content varies. May not be offered in 2018-2019.

**A HEB 450 Hebrew Practicum (4)**

Advanced Hebrew students receive undergraduate credit for teaching experience in elementary Hebrew by working with sections of A HEB 101 or 102. The supervising instructor helps students improve their mastery of Hebrew and discusses pedagogical techniques. This course may be repeated once for credit with approval of the department chair. Prerequisite(s): A HEB 202 or equivalent, and permission of instructor. May not be offered in 2018-2019.

**A HEB 497 Independent Study in Hebrew (1-6)**

Directed readings and conferences on selected topics in Hebrew language and literature. May be repeated for credit when content varies. Prerequisite(s): permission of instructor and department chair.

**Courses in Judaic Studies****A JST 150 Jewish Civilization: From the Birth of the Israelites until the Present (3)**

An orientation to the field of Jewish studies from the ancient period to the present via a thematic approach, such as through Jewish languages, cities, migrations, or religious denominations. Recommended preparation for other A JST courses.

**A JST 151 (= A REL 151) Judaism and its Foundational Texts (3)**

Serves as a broad introduction to Judaism and examines Jewish traditions, practices, and variety of Jewishness through classic, traditional, unorthodox, and even heretical Jewish texts from antiquity until the present. No knowledge of Hebrew or background in Jewish culture or history is required. Only one of A JST 151 and A REL 151 may be taken for credit.

**A JST 155 (= A REL 155) Judaism: Traditions and Practices (3)**

Examines the development of Jewish traditions and practices from the Rabbinic period to the present. Addresses Jewish law and custom related to the cycle of Jewish holidays throughout the year, and life cycle events from cradle to grave. Differentiates among beliefs and practices of various Jewish denominations. For those not already familiar with this subject matter, recommended preparation for other A JST courses.

Only one version of A JST 155 may be taken for credit. May not be offered in 2018-2019.

**A JST 221 (= A HIS 221) The American Jewish Experience (3)**

A general overview of the American Jewish experience. Examines historical developments in such areas of American Jewish life as religious expression, political activity, education, demographics, socio-economics, and secular intellectual and cultural activity. Assesses the impact on American Jewry of immigration from Europe and elsewhere, and such pivotal events as World War I and II, the Holocaust, and the founding of the State of Israel. Addresses the relationship between diverse segments of American Jewry and between Jewish and non-Jewish Americans. Only one version of A JST 221 may be taken for credit.

**A JST 225 (= A HIS 225) The Modern Jewish Experience in Film (3)**

With a specific eye on films, this course examines the transformations of world Jewry as well as important historical themes that crossed geographical areas beginning with the early modern period and continuing throughout nowadays. It is intended to provide an opportunity for students to engage some of the main themes in modern Jewish history by analyzing, watching and discussing American, European, and Israeli feature and documentary movies and videos that document or fictionalize Jewish life in the modern era. Only one version may be taken for credit.

**A JST 244 (= A HIS 244 & A HEB 244) Zionism, Palestine, and Israel in Historical Perspective (3)**

A study of 19<sup>th</sup> century Jewish and European history resulting in the formation of Jewish nationalism. Covers the development of various Zionist ideologies and organizations as well as their challengers within and outside the Jewish community. Examines the history of settlement in Palestine, the founding of the state of Israel, and the country's subsequent development. Only one version of A JST 244 may be taken for credit.

**A JST 248 (= A WSS 248) Women in Jewish Life and Literature (3)**

Examines the various roles of women and diverse ways they have been represented in Jewish life and literature from the biblical period through the 20<sup>th</sup> century. Texts will include biblical passages, talmudic legislation and interpretation, medieval documents, early modern memoirs, and modern letters, poetry and fiction. Only one version of A WSS 248 and A JST 248 may be taken for credit. May not be offered in 2018-2019.

**A JST 250 (= A HIS 250) The Holocaust in History (3)**

Begins with an overview of European Jewish life on the eve of the attempt at its destruction, examines the cultural, social, and intellectual roots of Nazism, and discusses the efforts to isolate and marginalize those marked as "a-socials" in German society. Explores the radicalization of the Nazi program and investigates the variety

of ways targeted groups responded to the crisis. Covers a number of survivor accounts and the memorialization and politicization of the Nazi Holocaust in the United States and Israel. Only one version of A JST 250 may be taken for credit.

**A JST 251 (= A HIS 252) Early Israel and Biblical Civilization (3)**

The history and culture of ancient Israel from its beginnings to the Persian Empire. A survey of the Hebrew Bible (in English) as the major source for the study of early Judaic religious and social forms in the context of the Near East. Only one of A JST 251, 341, and A HIS 252 may be taken for credit. May not be offered in 2018-2019.

**A JST 252 (= A REL 252) Jews, Hellenism, and Early Christianity (3)**

History of the Jewish people from Alexander the Great to the decline of the ancient world. Topics include examination of cultural conflict in Judaea and the diaspora, confrontation with Greco-Roman Hellenism and early Christianity, sectarianism, and the beginnings of Rabbinic institutions. Only one version of A JST 252 may be taken for credit. May not be offered in 2018-2019.

**A JST 253 (= A HIS 253 & A REL 253) Medieval and Early-Modern Jews among Muslims and Christians (3)**

Explores the course of Jewish history from the destruction of the Second Temple in Jerusalem until the French Revolution. Investigates the experience of Jews between and within the major religious and cultural systems that dominated medieval Europe; Islam and Christianity. The course charts the history of Sephardic and Ashkenazic Jewry, noting the important social, religious, cultural, and political characteristics of each community, as well as their interaction with two great world civilizations. Only one of A HIS 253, A JST 253 & A REL 253 may be taken for credit.

**A JST 254 (= A HIS 254 & A REL 254) The Jews in the Modern World (3)**

Beginning with the end of the late Middle Ages and the emergence of the Enlightenment, this class explores how Jewish communities responded to the demands of an ever-expanding modern world. Examines the ways in which Jews and Jewish communities sought to create modern expressions of Judaism and the response of rabbinic Judaism to these challenges. Explores the rise of Hasidism, the aims of Enlightened Jewry, nationalism, the creation of secular Jewish cultures, the World Wars, modern antisemitism and the Nazi Holocaust, and the emergence of new Jewish centers in the United States and Israel. Only one of A JST 254 and A REL 254 and A HIS 254 and A JST 344 may be taken for credit.

**A JST 256 (= A REL 256 & A HIS 266) World Jewry since the Holocaust (3)**

Examines the historical, cultural, societal, and demographic changes in world Jewry since the Holocaust. Investigates the decline of European

Jewish communities and the development of the United States and Israel as postwar centers of modern Jewish life. Only one version of A JST 256 may be taken for credit. May not be offered in 2018-2019.

**A JST 270 (= A REL 270) Jewish-Christian Relations (3)**

This course compares and contrasts the belief systems and historical contacts, both positive and negative, of Jews and Christians, from the origins of Christianity to the ecumenical movement in the contemporary United States. Only one version of A JST 270 and A REL 270 may be taken for credit. May not be offered in 2018-2019.

**A JST 275 (= A HIS 275) Antisemitism: Historical Explorations & Contemporary Challenges (3)**

Explores pre-modern forms of anti-Jewish hatred, the manifestation of antisemitism in the modern period, and several of the current debates on antisemitism. Explores the instrumentalization of antisemitic hatred through several case studies and provides students with the means to assess critically both current antisemitic attacks and contemporary debates about antisemitism. Only one of A HIS 275 and A JST 275 may be taken for credit.

**A JST 299 (= A REL 299) Introductory Topics in Judaic Studies (1-3)**

An elementary course in Jewish culture, history, philosophy, literature or the Bible that is devoted to a topic or theme, a particular work or works, or a particular author or authors. May be repeated up to 6 credits when content varies.

**T JST 299 Introductory Topics in Judaic Studies (1-3)**

T JST 299 is the Honors College version of A JST 299.

**A JST 308 (= A HEB 308) Readings in Hebrew Literature (3)**

Study of a selected period, genre, or author of Hebrew literature. The course is taught in translation (in English). May be repeated when content varies.

**A JST 309 (= A HEB 309) 20<sup>th</sup> Century Hebrew Literature**

A study of selected works of Hebrew literature from the beginning of the 20<sup>th</sup> century to the present. The works studied will deal with such themes as alienation, disaster, religious and secular worldviews, and the place of Israel. The course is taught in translation (in English). May be repeated when content varies. May not be offered in 2018-2019.

**A JST 331 (= A REL 331) Modern Jewish Thought (3)**

A survey of the range of Jewish thought and philosophical movements from the mid-17<sup>th</sup> century to the present. Focuses on key Jewish thinkers, philosophers, and theologians, exploring questions of Jewish ethics, religion, relationships to God, and moral responsibility in a time of increased secularization. Only one version of A JST 331 may be taken for credit. May not be offered in 2018-2019.

**A JST 332 (= A MUS 332; formerly A JST 215 & A MUS 225) Music of the Jewish People (3)**

A survey of significant features and trends emerging from the evolving history, musical literature, and aesthetics of Jewish musical expression. Issues to be addressed include musical implications of the multi-national, multi-ethnic nature of Jewish peoplehood; the complex interplay between Jewish identity and musical expression; the multi-faceted nature of the term Jewish, and the dynamic interaction between Jewish communities and surrounding host cultures, as diverse influences have been perpetually refracted through the lens of the Jewish experience. Course work will include listening, reading, and writing assignments, integrated within a lecture and discussion format. Only one version of A JST 332 may be taken for credit. May not be offered in 2018-2019.

**A JST 343 Issues in Medieval Jewish History (3)**

Covers same period as A JST 253, but on an advanced level. Students attend class meetings for A JST 253, but have a separate, more sophisticated reading list, a research paper, and a separate recitation session. Only one of A HIS 253, A REL 253, A JST 253, and A HIS 343 may be taken for credit. Prerequisite (s): A JST 150 or permission of instructor.

**A JST 344 Issues in Modern Jewish History (3)**

Covers the same period as A JST 254, but on an advanced level. Students attend class meetings for A JST 254, but have a separate, more sophisticated reading list, a research paper, and a separate recitation session. Only one of A JST/A HIS/A REL 254 and A JST 344 may be taken for credit. Prerequisite(s): A JST 150 or permission of instructor.

**A JST 357 (= A HIS 368) West European Jewry in Modern Times (3)**

A detailed examination of Jewish history in West and Central Europe that highlights the transformation and politicization of Jewish life in the modern era until World War II. Examines the denationalization of Judaism; the Jewish Enlightenment and its opponents; the campaigns for and against emancipation; the role of Jews in European culture, politics, and industry; and the rise of modern antisemitism.

**A JST 358 East and West: Jews and the City (3)**

Examines the multifaceted and multivalent relationships between Jews and the city, from medieval Europe and North Africa to modern Europe, America and the Middle East. It explores various forms of Jewish urban settlement, from the Venetian ghetto and Moroccan mellah to the Eastern European shtetl and the cosmopolitan metropolis. May not be offered in 2018-2019.

**A JST 360 (= A HIS 360) Bearing Witness: Holocaust Diaries and Memoirs (3)**

A study in diaries, autobiographies, and memoirs of Jews written during and after the Nazi Holocaust. Considers the complex historical questions raised by such works, including: What can be learned about the Holocaust through autobiographical writing? To what extent were the authors aware of the scope of the attacks on

European Jewry beyond their own immediate experience? What responses were available to Jews during this period? How did the authors make sense of their experiences? What are the merits and limits of autobiographical writing as a historical resource? How do accounts of the period change as authors' chronological proximity to the events increases? In what ways are memoirs of the Holocaust shaped by the events occurring at the time in which they written? May not be offered in 2018-2019.

**A JST 367 (= A ENG 367) The Jewish Literary Imagination (3)**

Readings in literature by modern Jewish writers that addresses themes and issues of importance to modern Jewry. The course may offer either an intensive survey of a broad range of modern Jewish literature in one or more genres, or take a thematic, national, chronological, or generic approach to the subject matter. Only one version of A JST 367 may be taken for credit. May not be offered in 2018-2019.

**A JST 373 The Arab in Israeli Literature (3)**

An examination of the image of the Arab in selected poetry, short stories, and novels of modern Israel. The course will address the evolving presence, perceptions, and significance of the Arab in the literature. Attention is given to the historical and cultural factors contributing to the distinct treatment of the Arab in various areas of modern Hebrew literature. Only one of A JST 273 and 373 may be taken for credit. May not be offered in 2018-2019.

**A JST 450 Judaic Studies Practicum (3)**

Advanced Judaic Studies students receive undergraduate credit for assisting with 100 or 200 level Judaic Studies courses under the close supervision of the instructor. Students at this level lead small group discussions several times in the semester; offer one class presentation, which will also be written up as a paper and submitted to the instructor; and may assist in grading quizzes and examinations. Students meet regularly with the instructor, who helps students improve their knowledge of the topic and discusses pedagogical techniques. Course may be repeated once for credit with approval of department chair. Prerequisite(s): permission of instructor and department chair.

**A JST 497 Independent Study in Judaic Studies (1-6)**

Directed reading and conferences on selected topics in Judaic studies. May be repeated for credit when content varies. Prerequisite(s): permission of department chair.

## Department of Languages, Literatures and Cultures

*Department Chair*  
Cynthia Fox, Ph.D.

The Department of Languages, Literatures and Cultures includes the three programs French Studies, Hispanic and Italian Studies, and Slavic and Eurasian Studies.

Each of these programs is fully described in the corresponding three sections of the bulletin. In addition, the department offers courses in Arabic, German, Latin, and Portuguese and minors in French, Italian, Portuguese, Russian, and Spanish.

## French Studies

### Faculty

#### Associate Professors

Susan Blood, Ph.D.  
Johns Hopkins University  
Cynthia A. Fox, Ph.D.  
Indiana University, Bloomington

#### Lecturer

Veronique Martin, Ph.D.  
University at Albany

#### Professors Emeriti

Eloise A. Brière, Ph.D.  
University of Toronto  
Jean-François Brière, Ph.D.  
York University  
Robert W. Greene, Ph.D.  
University of Pennsylvania  
Martin Kanes, Ph.D.  
University of Pennsylvania  
Raymond J. Ortali, Ph.D.  
University of Michigan  
Herman P. Salomon, Ph.D.  
New York University  
Georges V. Santoni, Ph.D.  
University of Colorado  
Mary Beth Winn, Ph.D.  
Yale University

*Adjuncts (estimated): 6*

French Studies offers a range of courses in language, literature, civilization, mass media, Francophone studies, and French cinema as well as in business French. The program combines innovative and traditional approaches leading to teaching, international trade, graduate work or other career objectives. A minor in French is available; many students also opt to combine advanced coursework in French with work in a related field to create their own interdisciplinary major.

Courses of general interest, given in English and requiring no knowledge of French, are also regularly scheduled.

### Careers

Students of French Studies enter careers in teaching, government service, translating, editing, interpreting, library science, international business, Foreign Service, and computer-related technologies. Any field of work that requires a broad liberal education, linguistic skill and knowledge

of French-speaking cultures will offer job opportunities. Combinations with particularly strong employment potential are French Studies and economics, political science and business.

## Special Programs and Opportunities

The University maintains summer, semester and year-long exchange programs in France with the University of Montpellier, a program which provides students an opportunity to study French language at any level (no language prerequisite), literature and culture as well as business and economics in either French or English. An array of programs are available for study elsewhere in France, Quebec and other French-speaking parts of the world. The Center for International Education and Global Strategy's Education Abroad Office provides students with guidance in choosing the right program; faculty are also happy to provide informal advisement on study abroad options.

Opportunities to use French and to exchange ideas outside of class are provided through Le Cercle français (the French Club) and La Pause café (an informal conversation group). For contact information and meeting times: [http://www.albany.edu/lc/news&events\\_clubs\\_tables.shtml](http://www.albany.edu/lc/news&events_clubs_tables.shtml). We also offer lecture and film series and other activities.

*The Paris Chamber of Commerce Exam:* The French Studies Program trains students to take both the written and oral parts of an international exam offered by the Paris Chamber of Commerce and Industry (the *Diplôme de français professionnel-niveau A2*). Recipients of the diploma enhance their employment potential in international business and management. If questions, contact Veronique Martin ([vmartin2@albany.edu](mailto:vmartin2@albany.edu)).

### Language Placement: How do I know what level French is for me?

Students wishing to enroll in French for the first time at the University at Albany should enroll in French 101 if they have never studied French before. Students should use the following guidelines in selecting the appropriate course. Please note that students taking a lower level course after having completed a course at a higher level will *not* receive graduation credit for that course.

- *A FRE 101* Students who have no previous experience with French or whose experience is the equivalent of less than one year of high school level French.

- *A FRE 102* Students who have completed one year of high school level French or its equivalent.
- *A FRE 221* Students who have completed two years of high school level French or its equivalent.
- *A FRE 222* Students who have completed three years of high school level French or its equivalent. These students should see the French Undergraduate Advisor to discuss the possibility of a minor or other advanced studies in French.
- *A FRE 301* Students who have completed four years of high school level French or its equivalent. These students should see the French Undergraduate Advisor to discuss the possibility of a minor or other advanced studies in French.

### Exceptions:

1. Students may elect to enroll one level higher or lower than the level suggested by the above guidelines. Factors which could be taken into consideration in making this decision are: the length of time which has elapsed since last formal study of French; additional travel or home experience with the language; quality of previous program of study; grades earned (overall performance) in previous study. Note, however, that the Language Placement rules of the Undergraduate Bulletin state that A FRE 101 may not be taken for credit by students who have taken three years of high school French or passed the Regents examination within the last five years.
2. Students who wish to be placed more than one level higher or lower than the placement suggested by these guidelines must have written permission from the Language Placement Advisor.
3. Students who have completed A FRE 221 through the University in High School Program should enroll in A FRE 222; students who have completed A FRE 222 should enroll in A FRE 301.
4. Students who have received Advanced Placement (AP) credit should see the Language Placement Advisor to discuss their program of study.
5. Students whose experience with French has not been primarily through organized study in an American high school setting should consult with the Language Placement Advisor or the French Undergraduate Advisor for help in selecting an appropriate class.

Students are strongly encouraged to see the Language Placement Advisor (Professor Susan Blood, sblood@albany.edu) if they feel they are in the wrong class or if they have any questions about placement. Decisions to change courses should be made no later than the second week of classes.

## The Student-Initiated Interdisciplinary Major in French Studies\*

Students wishing to go beyond the undergraduate minor in French Studies may propose their own Interdisciplinary Major by blending courses from the Department of Languages, Literatures and Cultures and other academic departments on campus. Many departments on campus offer courses relevant to France and the Francophone world, including (but not limited to) African Studies, Anthropology, Art, English, History, Latin American, Caribbean & U.S. Latino Studies, Linguistics, Music, Philosophy and Women's Studies. See the guidelines for the Student-Initiated Interdisciplinary Major: [www.albany.edu/undergraduateeducation/files/IDS\\_Major\\_App.docx](http://www.albany.edu/undergraduateeducation/files/IDS_Major_App.docx).

The Interdisciplinary Major must consist of at least 36 but not more than 66 credits. If the major includes fewer than 54 credits, the student will need a separate minor to meet graduation requirements. If the major includes 54 or more credits, the student will not need to declare a separate minor.

At least half of the total credits in the Interdisciplinary Major must be at the 300 level or above. Up to 25% of the credits earned toward the Interdisciplinary Major may take the form of independent study courses.

The Interdisciplinary Major must have at least two faculty sponsors, one primary and one secondary, with the primary sponsor serving as the student's major advisor. The two sponsors must be faculty members of academic rank (i.e. Assistant Professor, Associate Professor or Professor) and must come from two different academic departments offering courses included in the proposed major.

Formal application to initiate an Interdisciplinary Major must be made through the Office of the Vice Provost for Undergraduate Education located in Lecture Center 30 (518-442-3950). In order to apply, a student must have already completed at least 30 general credits toward graduation. Proposals will be reviewed by the Interdisciplinary Studies Committee of the Undergraduate Academic Council. For further information and advising, please contact the Department of Languages, Literatures

and Cultures (Humanities 235, phone 518-442-4100).

*\*Students who matriculated prior to Fall 2011 who are declared French majors, French Honors majors, and combined French B.A./M.A. majors should consult the previous Undergraduate Bulletin year appropriate to their date of matriculation as well as their DARS Degree Audits for their own graduation requirements. Previous Undergraduate Bulletins are available online at: [www.albany.edu/undergraduate\\_bulletin/previous\\_bulletins.html](http://www.albany.edu/undergraduate_bulletin/previous_bulletins.html).*

## Teacher Education Program

To obtain teacher certification students must combine French credits with an M.A. in Education, according to New York State Education Department regulations for teacher certification. Students interested in teaching as a profession should contact the Pathways Into Education (PIE) Center (<https://www.albany.edu/education/pie.php>) at 518-442-3529.

## Hispanic and Italian Studies

### Faculty

#### Professor

Lotfi Sayahi, Ph.D.

Universidad Complutense de Madrid

#### Associate Professors

Ilka Kressner, Ph.D.

University of Virginia

Olimpia Pelosi, Ph.D.

University of North Carolina

#### Assistant Professors

Maria Alejandra Aguilar, Ph.D.

Washington University

Carmen Serrano, Ph.D.

University of California, Irvine

Megan Solon, Ph.D.

Indiana University

Sara L. Zahler, Ph.D.

Indiana University

#### Lecturers

J. Leonardo Correa, M.A.

Universidad Nacional de Colombia

Luis Cuesta, Ph.D.

University of California, Los Angeles

Maria Keyes, M.A.

University at Albany

Elizabeth Lansing, Ph.D.

University at Albany

Dora Ramirez, Ph.D.

University at Albany

#### Emeriti

Maurice Westmoreland, Ph.D.

University of Illinois

*Adjuncts (estimated): 8*

*Teaching Assistants (estimated): 5*

The Hispanic and Italian Studies program expects its students to become highly proficient in speaking, understanding, reading and writing the foreign language, as well as to develop a thorough knowledge of and an appreciation for literatures and cultures of the Spanish or Italian speaking world. Proficiency in language skills is regarded not only as an end in itself but also as a means of studying a foreign culture. A full program is offered leading to the B.A. in Spanish and there are opportunities for interdisciplinary studies in Italian. Students may also choose to minor in Spanish and/or Italian.

## Careers

Spanish majors are employed in a wide variety of occupations, including teaching, state and federal service, law, U.S Foreign Service, media, communications, public relations, human resources, healthcare, airline, travel, hospitality and entertainment industries, finance and banking, in any business or organization working with Spanish-speaking countries or customers. Spanish majors with bilingual skills have an edge over their peers.

Combining knowledge of Italian culture and language with a variety of other majors helps build a stronger employment portfolio. Business corporations have many prospects for bi- or multi-lingual employees with Italian skills, from sales and production to HR, training, accounting, finance, banking, healthcare, science and engineering. Utilizing Italian and other foreign languages strengthens credentials in teaching and academic research. Hospitality, airline, tourism, and entertainment industries seek multilingual staff. Translating and interpreting skills are important to diplomatic service, business, military intelligence, nonprofit/humanitarian organizations and international law.

## Special Programs and Opportunities

The Hispanic and Italian Studies program also participates in interdisciplinary studies in conjunction with programs in Latin American, Caribbean, and U.S. Latino Studies, Linguistics, the School of Education, and the Departments of Art, History and Music.

A semester abroad program was initiated at the International Institute in Madrid, Spain in 1970. Study abroad programs also are available in Valencia, Spain; The Dominican Republic; and Costa Rica. For more information, see The Center for International Education and Global

Strategy. Use of the foreign language and the exchange of ideas are fostered through language clubs, colloquia, lectures, films and other activities.

### The Student-Initiated Interdisciplinary Major in Italian Studies\*

Students wishing to go beyond basic language instruction in Italian may propose their own Interdisciplinary Major by blending courses from the Department of Languages, Literatures and Cultures and other academic departments on campus. Many departments on campus offer courses relevant to Italian Studies, including (but not limited to) Africana Studies, Anthropology, Art, English, History, Linguistics, Music, Philosophy and Women's Studies. See the guidelines for the Student-Initiated Interdisciplinary Major: [http://www.albany.edu/undergraduateeducation/files/IDS\\_Major\\_App.docx](http://www.albany.edu/undergraduateeducation/files/IDS_Major_App.docx).

The Interdisciplinary Major must consist of at least 36 but not more than 66 credits. If the major includes fewer than 54 credits, the student will need a separate minor to meet graduation requirements. If the major includes 54 or more credits, the student will not need to declare a separate minor.

At least half of the total credits in the Interdisciplinary Major must be at the 300 level or above. Up to 25% of the credits earned toward the Interdisciplinary Major may take the form of independent study courses.

The Interdisciplinary Major must have at least two faculty sponsors, one primary and one secondary, with the primary sponsor serving as the student's major advisor. The two sponsors must be faculty members of academic rank (i.e. Assistant Professor, Associate Professor or Professor) and must come from two different academic departments offering courses included in the proposed major.

Formal application to initiate an Interdisciplinary Major must be made through the Office of the Vice Provost for Undergraduate Education located in Lecture Center 30 (442-3950). In order to apply, a student must have already completed at least 30 general credits toward graduation. Proposals will be reviewed by the Interdisciplinary Studies Committee of the Undergraduate Academic Council.

For further information and advising, please contact the Department of Languages, Literatures, and Cultures (Humanities 235, phone 442-4100).

\*Students who matriculated prior to Fall 2011 who are declared Italian majors or Italian Honors majors, should consult the previous Undergraduate Bulletin year appropriate to their date of matriculation as well as their DARS Degree Audits for their own graduation requirements. Previous Undergraduate Bulletins are available online at: [http://www.albany.edu/undergraduate\\_bulletin/previous\\_bulletins.html](http://www.albany.edu/undergraduate_bulletin/previous_bulletins.html).

### Degree Requirements for the Major in Spanish

**General Program B.A.:** Students majoring in Spanish must complete a minimum of 36 credits in Spanish while fulfilling one of two specializations: (1) Hispanic literatures and cultures, or (2) Spanish language, linguistics, teaching. These credits must be distributed as follows:

**Core** (15 credits): A SPN 201 (formerly A SPN 104), A SPN 205 or 206, A SPN 208 or 209 (formerly A SPN 301), A SPN 303 (formerly A SPN 496), and A SPN 310 (formerly A SPN 223). Advanced speakers of Spanish may replace 200-level core requirements with more advanced coursework.

**Specialization** (15 credits):

Hispanic Literatures and Cultures: 6 credits of 400-level Spanish language, linguistics, teaching coursework from A SPN 401-410, 442, 490-496; 6 credits of 400-level Hispanic literatures and cultures coursework from A SPN 414-482 (except 442); and 3 credit capstone A SPN 443.

or

Spanish Language, Linguistics, Teaching: 6 credits of 400-level Hispanic literatures and cultures coursework from A SPN 414-482 (except 442); 6 credits of 400 level Spanish language, linguistics, teaching coursework from A SPN 401-410, 442, 490-496; and a 3 credit capstone from A SPN 401 or 403.

**Electives** (6 credits): Spanish coursework at the 300 level or above. (A LIN 220 may replace one elective in the Spanish language, linguistics, teaching specialization.)

### Honors Program in Spanish

The Honors Program in Spanish is designed to promote opportunities for advanced work to highly motivated, mature undergraduate majors and prepare them to do independent work. Students may apply for admission to the Honors Program no earlier than the beginning of the second semester of their sophomore year. To gain admission to the Program students must

have formally declared a major in Spanish and have completed at least 12 credits toward their major. In addition, they must have an overall GPA of at least 3.25, and 3.50 in their major, both of which must be maintained in order to graduate with honors.

Students must complete the 36 credits required for the major as well as a 4 credit Honors Thesis (A SPN 499) to be done the semester in which they graduate. Students are required to take one additional course at the 400-500 level within the area of their specialization. This additional 400-500 level course does not increase the number of credits required for the major or for the Honors Program but only mandates that one of the student's elective courses be at the most advanced level in the area of their specialization. The Honors Thesis should be a 25-40 page research project directed by a faculty member of the Spanish Program. Students interested in doing the Honors Program in Spanish should express that interest to their faculty mentor.

### Combined B.A./M.A. Program in Spanish

The combined B.A./M.A. program in Spanish provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of undergraduate and master's degree programs from the beginning of their junior year. A carefully designed program can permit a student to earn the B.A. and M.A. degrees within nine semesters.

The combined program requires a minimum of 138 credits, of which at least 30 must be graduate credits. In qualifying for the B.A., students must meet all University and college requirements, including the requirements of the undergraduate major described previously, the minor requirement, the minimum 90-credit liberal arts and sciences requirement, general education requirements and residency requirements. In qualifying for the M.A., students must meet all University and college requirements, including completion of a minimum of 30 graduate credits and course distribution requirements within their M.A. concentration, and successful completion of the M.A. exams. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.A. programs.

Students may apply for admission to the combined degree program in Spanish at the beginning of their junior year or after the successful completion of 56 credits. Students entering the University with advanced standing in Spanish

may be admitted after satisfying the core requirements: A SPN 205 or 206, 208 or 209 (formerly 301), 310 (formerly 223), 303 (formerly 496), and one additional 300 level course. A cumulative grade point average of 3.20 or higher and three supportive letters of recommendation from faculty are required for consideration.

## ***Slavic and Eurasian Studies***

### **Faculty**

#### *Associate Professor*

Timothy Sergay, Ph.D.  
Yale University

#### *Emeriti*

Henryk Baran, Ph.D.  
Harvard University  
Charles P. Rounge, Ph.D.  
University of Stockholm

#### *Adjuncts (estimated): 1*

Russian and other Slavic languages and literatures are studied both for their intellectual and cultural significance and as a means toward understanding the present and the past of the Russian Federation, the former Soviet Union, and Eastern Europe. A minor in Russian is available. Courses offered through the Slavic and Eurasian Studies program lay a firm foundation for developing advanced communication skills in Russian which will be of benefit in postgraduate study in diverse fields and various occupations.

### **Careers**

The Russian minor is valuable intellectually, academically, culturally, and as an adjunct to various vocational profiles as well. University-level study of Russian will make a resume stand out for transnational businesses, law firms, travel firms, banks, media outlets, healthcare organizations, government agencies, and nongovernmental organizations that interact with large numbers of Russian speakers, or that are looking to make inroads into the Russian and post-Soviet markets. In addition to careers in secondary-school and university teaching, and the language services sector, students may find themselves dealing with commerce, democratization, cultural exchange and the development of civil society in Russia and other post-Soviet states, and in many other fields.

### **Courses in English Translation**

To provide access to the riches of Russian literature and culture to all undergraduates, the Slavic and Eurasian Studies program

offers a number of courses conducted in English that deal with Russian literature in translation, culture, politics, and film (with English subtitles). These courses assume no prior knowledge of the Russian language or of Russian culture and history, and are intended for all students. Students interested in these courses are advised to consult the program for current offerings and course descriptions.

### **Study in Russia**

Opportunities to spend a semester in Russia are made possible through cooperation between SUNY and Moscow State University. Summer study-abroad options in both Moscow and Riga, Latvia, are available through cooperation between SUNY and the Moscow School of Social and Economic Sciences (MSSES) and the Baltic Center for Educational and Academic Development in Riga. (See below, Advanced Study in Russia.)

### **Language Placement**

Experience indicates that students with one year of high school Russian will usually place in A RUS 101 or 102, with two years in A RUS 102, with three years in A RUS 102 or 201, and with four years in A RUS 201. Placement is contingent upon an active assessment of language skills made by the instructor in the course no later than the second class. Native speakers of Russian may not enroll in LLC's Russian-language courses, which are designed to introduce Russian to foreign speakers. Heritage speakers (children or grandchildren of Russian-speaking émigrés with clearly deficient mastery of Russian grammar and vocabulary) may enroll at the instructor's discretion at the appropriate level. Heritage speakers will also be advised to enroll on a distance-learning, synchronous basis in a Russian language course specifically designed for heritage learners and administered by SUNY Stony Brook.

A student may not earn graduation credit for a course in a language sequence if it is a prerequisite to a course for which graduation credit has already been earned.

Students earning advanced placement credits from high school will be expected to register for the next higher course in the language sequence. Students who have already earned credits equivalent to A RUS 202 in the University at Albany's University in the High School Program will be advised to continue formal Russian language instruction at higher levels through study abroad options.

Transfer students are expected to register for the next higher course in the language sequence. Placement is contingent upon an active assessment of language skills made by the instructor in the course no later than the second class.

### **The Student Initiated Interdisciplinary Major in Russian\***

Students wishing to go beyond the undergraduate minor in Russian may propose their own Student-Initiated Interdisciplinary Major by blending courses from the Department of Languages, Literatures and Cultures and other academic departments on campus. Several departments on campus offer courses relevant to Russia and Eastern Europe, including (but not limited to) Anthropology, Art, English, History, Linguistics, Music, Philosophy and Women's Studies. See the guidelines for the Student-Initiated Interdisciplinary Major: [www.albany.edu/undergraduateeducation/files/IDS\\_Major\\_App.docx](http://www.albany.edu/undergraduateeducation/files/IDS_Major_App.docx).

The Interdisciplinary Major must consist of at least 36 but not more than 66 credits. If the major includes fewer than 54 credits, the student will need a separate minor to meet graduation requirements. If the major includes 54 or more credits, the student will not need to declare a separate minor.

At least half of the total credits in the Interdisciplinary Major must be at the 300 level or above. The most likely route to a successful Russian Student-Initiated Interdisciplinary Major will involve study abroad in Russia (see below). Twenty-five percent of the credits earned toward the Student-Initiated Interdisciplinary Major may take the form of independent study courses, but students should be aware that possibilities for offering such courses in the Russian program are quite limited.

The Interdisciplinary Major must have at least two faculty sponsors, one primary and one secondary, with the primary sponsor serving as the student's major advisor. The two sponsors must be faculty members of academic rank (i.e., assistant professor, associate professor or professor) and must come from two different academic departments offering courses included in the proposed major.

Formal application to initiate an Interdisciplinary Major must be made through the Office of the Vice Provost for Undergraduate Education located in Lecture Center 30 (442-3950). In order to apply, a student must have already completed at least 30

general credits toward graduation. Proposals will be reviewed by the Interdisciplinary Studies Committee of the Undergraduate Academic Council.

For further information and advising, please contact the Department of Languages, Literature, and Cultures (Humanities 235, phone 442-4100).

*\*Students who matriculated prior to Fall 2011 who are declared Russian majors and Russian Honors majors should consult the previous Undergraduate Bulletin year appropriate to their date of matriculation as well as their DARS Degree Audits for their own graduation requirements. Previous Undergraduate Bulletins are available online at: [www.albany.edu/undergraduate\\_bulletin/previous\\_bulletins.html](http://www.albany.edu/undergraduate_bulletin/previous_bulletins.html).*

## Advanced Study in Russia

Through cooperation with the State University of New York Office of International Education, Slavic and Eurasian Studies provides students with various opportunities to spend a semester studying in Russia. Students accepted for a program reside and study at Moscow State University and follow a curriculum comprised of advanced Russian language, Russian and Soviet literature and Russian culture.

Students with advanced language skills are encouraged to participate in the UAlbany exchange program with Moscow State University and enroll in courses in the Russian Area Studies Program at the Faculty of Foreign Languages and Area Studies. Besides instruction in Russian language, available courses taught entirely in Russian include Russian History, Russian Culture, Literature, and Religion, Russian Economics and Russian Economic Geography, Russian Society and Politics, Russian International Relations and Foreign Policy, Ethnology in Russia, and Russian Civilization. Adequate language proficiency is a requirement for this option, and application is subject to approval by the faculty of the Slavic and Eurasian Studies Program.

Students with only elementary Russian language skills are encouraged to consider additional programs offered through UAlbany's exchange affiliation with Moscow State University in partnership with Knowledge Exchange Institute (KEI). These programs offer both language instruction and up to three Russian studies courses conducted in English. See [https://ualbany.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program\\_ID=10042](https://ualbany.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10042).

The University at Albany's Russian minor program also offers summer study-abroad options for Russian in cooperation with the Moscow School of Social and Economic Sciences (MSSES), <http://customedu.msses.ru>, and the Baltic Center for Educational and Academic Development, in Riga, Latvia, <http://baltcenter.com>. These two interrelated programs, both the Moscow-based one and the Riga-based one, offer opportunities for homestay accommodations and internships, as well as English-language instruction in "topics" courses alongside classroom-based Russian-language training appropriate for the student's level. Students can choose either Moscow or Riga or combine the two locations, studying four weeks in Riga, then four weeks in Moscow or vice-versa.

## Courses in Arabic

### A ARA 101 Elementary Arabic I (3)

The objective of this course is the development of initial reading, listening, speaking, and writing skills in Modern Standard Arabic. Attention will be given to the mastering of the Arabic alphabet, pronunciation, basic grammatical structures, and initial vocabulary. Cultural elements from different Arabic speaking areas will also be introduced. Students are expected to attend regularly and participate in all class activities. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): for beginners, none; for students with some knowledge of Arabic, placement.

### A ARA 102 Elementary Arabic II (3)

A continuation of A ARA 101. Additional Arabic grammatical structures and vocabulary items will be introduced to continue the development of the four communicative skills and cultural knowledge. The focus will be on syntax and morphology and the development of the ability to participate in different types of conversations. Modern Standard Arabic will be the language of instruction. Students are expected to attend regularly and participate in all class activities. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A ARA 101 or placement.

### A ARA 201 Intermediate Arabic I (3)

The objective of this course is to continue the development of the communicative skills (speaking, listening, writing, and reading) in Modern Standard Arabic with strong emphasis on the cultural context. The course will improve the student's ability to process different types of material in Arabic and acquire additional grammatical structures and vocabulary. Modern Standard Arabic is the language of instruction. Students are expected to attend regularly

and participate in all class activities. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A ARA 102 or placement.

### A ARA 202 Intermediate Arabic II (3)

A continuation of A ARA 201 which furthers the development of communicative competence in Modern Standard Arabic. Students will continue to acquire skills that allow them to understand a wide range of material in Arabic including written texts and audiovisual material and become more proficient in expressing their opinions accurately in Modern Standard Arabic. At the end of the course, they will be able to understand and distinguish different linguistic patterns and cultural expressions. Modern Standard Arabic will be the language of instruction. Students are expected to attend regularly and participate in all class activities. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A ARA 201 or placement.

### A ARA 301 Advanced Arabic I (3)

This course is a continuation of A ARA 202. Students will continue to develop the communicative skills (speaking, listening, writing and reading) in Modern Standard Arabic. Advanced conversation and composition tasks will be integrated at this level to develop in the students a superior level of proficiency. There is a continued focus on the understanding of authentic materials including literary and audiovisual production. Students will also be introduced to the linguistic diversity in the Arab countries and become familiar with the diglossic situation of Arabic. Modern Standard Arabic is the language of instruction. Prerequisite(s): A ARA 101, 102, 201, and 202 or by permission of instructor on the basis of a language interview or placement test. May not be offered in 2018-2019.

### A ARA 302 Advanced Arabic II (3)

This course is a review of the more advanced elements of the Arabic grammar including complex sentence structure and types of verb patterns. Students will be exposed to a wide range of social, linguistic, and literary topics to widen their cultural background. Additional exposure to colloquial Arabic through DVD and MP3 files will prepare the students for experience with at least one of the dialects. Modern Standard Arabic is the language of instruction. Prerequisite(s): A ARA 101, 102, 201, 202, and 301 or by permission of instructor on the basis of a language interview or placement test. May not be offered in 2018-2019.

### A ARA 397 Independent Study in Arabic (1-3)

Study by a student in Arabic language and linguistics or a related area of special interest. Work performed under direction of a professor chosen by the student on a topic approved by the program. May be repeated for credit with approval of the program. May not be offered in 2018-2019.



## Courses in Dutch

### A DCH 101 Elementary Dutch I (3)

Beginner's course with sociocultural approach. Emphasis on fundamental Dutch vocabulary, grammar, pronunciation and oral expression; graded readings; exercises in Dutch-English and English-Dutch translation. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. May not be offered in 2018-2019.

### A DCH 102 Elementary Dutch II (3)

Continuation of sociocultural approach of A DCH 101. Reading of selections from contemporary Dutch fiction to further develop the reading skill. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A DCH 101 or placement. May not be offered in 2018-2019.

### A DCH 201 Intermediate Dutch I (3)

Review of grammar and syntax, followed by literary readings in conjunction with a continuation of the sociocultural method. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A DCH 102 or placement. May not be offered in 2018-2019.

### A DCH 202 Intermediate Dutch II (3)

Continued literary readings in conjunction with a continued emphasis on the sociocultural method. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A DCH 201 or placement. May not be offered in 2018-2019.

### A DCH 397 Independent Study Dutch (1-4)

Study by a student in an area of special interest not treated in courses currently offered. May be repeated once for credit with special departmental approval. Prerequisite(s): permission of instructor. May not be offered in 2018-2019.

## Courses in French

### Courses in French Language

#### A FRE 101 Beginning French I (4)

For students with no previous study of French. This course emphasizes the development of practical communication skills through a variety of lively, interactive activities. By the end of the course, students should be able to talk about themselves, their immediate world, and their interests. The course also provides an introduction to the culture of France and other French speaking countries. According to University regulations, this course may not be taken for credit

by students who have taken three years of high school French or passed the Regents examination within the past five years. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence.

#### A FRE 102 Beginning French II (4)

For students who have completed one semester of college French, such as A FRE 101, or one year of high school French. This course continues to emphasize the development of practical communication skills using a lively and interactive approach. Students expand their proficiency to be able to talk not only about themselves, but about the world. Students also increase their knowledge of French and francophone cultures. By the end of the course, students should have basic survival skills in French. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A FRE 101 or permission of instructor.

#### A FRE 221Y Intermediate French I (4)

For students who have completed one year of introductory college French (such as A FRE 101, 102) or two to three years of high school French (the complete Regents sequence). This course provides a substantial review of the basics while expanding students' knowledge of vocabulary and structure, and allows them to express themselves in a more varied and meaningful way, both orally and in writing. As in the previous levels, students have plenty of opportunity for interaction in class. Culture is explored in greater depth than in preceding levels. Students read a variety of short texts during the semester. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A FRE 102 or permission of instructor.

#### A FRE 222Y Intermediate French II (4)

For students who have completed A FRE 221Y, three semesters of college French, or three to four years of high school French (one year beyond the Regents' sequence). Continuing with a functional and thematic approach to building proficiency and a lively, interactive approach to learning, this course builds on students' previous knowledge to expand and refine their ability to express themselves, both orally and in writing. Culture continues to play a central role, as does reading. Students read a variety of short texts as well as a work chosen by the instructor. By the end of A FRE 222, students should be able to express themselves and read with reasonable fluency on a variety of topics. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A FRE 221Y or permission of instructor.

## Core Courses

### A FRE 301 (formerly A FRE 240) Structural Review of French (3)

Provides a thorough review of French structure for communication with increased accuracy in both speaking and writing. Students will not only improve their control of French grammar, but will also learn how the grammar functions in specific spoken and written contexts. Prerequisite(s): A FRE 222 or equivalent.

### A FRE 306 Comprehension & Pronunciation of French (3)

This course is designed to help students hear and understand French with greater ease and to speak French with greater accuracy. It combines an examination of how sounds are produced, how they are organized into a patterned system, and how they are different from English sounds, with practical exercises in sound discrimination, listening comprehension, and oral practice. Students increase their ability to communicate successfully with French speakers throughout the francophone world.

### A FRE 340Z Introduction to Writing French (3)

Builds on the skills acquired in A FRE 301, concentrates on improving written expression through expansion of vocabulary and use of more complex and varied sentence structures. A variety of written texts will provide models for different kinds of writing, with an emphasis on description and narration. Intensive writing practice through formal compositions as well as weekly participation in electronic bulletin board discussions on topics of student's choosing. Prerequisite(s): A FRE 301 or permission of instructor. May not be offered 2018-2019.

### A FRE 341/341Z Introduction to Global French Studies (3)

This course introduces students to the fields of linguistics, culture, and literature in France, the Caribbean, Quebec, and/or Africa. Includes units on fiction, film, music, and art. Students are taught research and analysis techniques that are required in all upper-level courses in the French Studies Program. Required for the French minor. Only one version A FRE 341 may be taken for credit. Prerequisite(s): A FRE 301 or permission of instructor.

### A FRE 355 Contemporary French Society and Culture (3)

A course designed to give students a broad knowledge and understanding of French society today: value orientations, family and education, social and political institutions, leisure and work, and the media. Prerequisite(s): A FRE 341 or permission of instructor. May not be offered 2018-2019.

### A FRE 360 Social and Cultural History of France (3)

Provides a broad knowledge and understanding of the political, social, intellectual, literary and artistic history of France from the Middle Ages to the present as well as the historical and conceptual framework required in more advanced courses in French Studies. Prerequisite(s): A FRE 341 or permission of instructor. May not be offered in 2018-2019.

**A FRE 461/461Z Classics of Literature in French (3)**

An in-depth study of major literary works from France and the Francophone world. Interpretive techniques will be illustrated by selected critical essays. Only one version of A FRE 461 may be taken for credit. Prerequisite(s): A FRE 341 or permission of instructor. May not be offered 2018-2019.

**Electives at the 200 Level****A FRE 270Y Beginning French for Business (3)**

A conversation course with emphasis on learning how business is conducted in French. Successful students will acquire greater fluency, mastery of business vocabulary, knowledge of fundamental work-related cultural differences, and familiarity with basic practices for doing business in France and other francophone countries. Extensive use of film and television. Prerequisite(s): intermediate standing and permission of instructor.

**A FRE 297 Independent Study in French (1-3)**

Study in an area of special interest not treated in courses currently offered. Topic must be approved by the undergraduate adviser and directed by a member of the faculty. May be repeated once for credit with approval. May not be offered 2018-2019.

**Electives at the 300 Level****A FRE 315 Introduction to French Cinema (3)**

An introduction with detailed analyses to a dozen of the most well-known French classic films as contributions to the art of cinema and as reflections of French society at various historical moments. Only one of A FRE 238 and 315 may be taken for credit. Prerequisite(s): A FRE 341Z. May not be offered in 2018-2019.

**A FRE 350Y French Conversation (3)**

Students will learn the strategies, vocabulary, and structures that will allow them to participate more fluently and confidently in a variety of spoken contexts, both formal and informal. Some of the conversational functions and strategies covered include reporting, giving advice, conducting interviews, expressing differences of opinion, expressing aesthetic judgments, and reading out loud. Students will have the opportunity to talk about current events, engage in debate, and talk about their personal interests. Prerequisite(s): permission of instructor.

**A FRE 361/361Z Readings in French Literature (3)**

Major works and selections will be studied in the context of the social and cultural structures of a particular period. May be repeated for credit when content varies. Prerequisite(s) A FRE 341Z. May not be offered 2018-2019.

**A FRE 365 Contemporary French Media (3)**

A study of print and online media in French with an emphasis on content analysis and language practice. Prerequisite(s): A FRE 301 or placement. May not be offered 2018-2019.

**A FRE 397 Independent Study in French (1-4)**

Study in an area of special interest not treated in courses currently offered. Topic must be approved by the undergraduate adviser and directed by a member of the faculty. May be repeated once for credit with approval. Prerequisite(s): A FRE 341Z.

**A FRE 399 Special Topics (3)**

Intensive study of a topic not treated in regularly offered undergraduate courses. May be repeated for credit when content varies. Prerequisite(s): A FRE 301 or permission of instructor.

**Electives at the 400 Level****A FRE 405 Research in French Society and Culture (3)**

Aspects of contemporary French culture, French society, politics, economy, education, religion, mass media, the arts. Prerequisite(s): A FRE 340Z and 341Z. May not be offered 2018-2019.

**A FRE 406 French Linguistics: Morphology and Syntax (3)**

Survey of the structure of the French language in light of current linguistic theory. Prerequisite(s): A LIN 220 or permission of instructor. May not be offered 2018-2019.

**A FRE 415 French Cinema and Society (3)**

Analysis of selected commercial feature films by major contemporary French directors. Emphasis will be placed on the consideration of each film as a social and cultural document. Only one of A FRE 338 and 415 may be taken for credit. Prerequisite(s): permission of instructor. May not be offered 2018-2019.

**A FRE 430 Translation (3)**

This course will deal with both the theoretical and practical aspects of translation, with regular exercises in the translation (from French to English and from English to French) of a wide variety of texts (literary, scientific, journalistic, economic, poetic, etc.). Prerequisite(s): A FRE 340Z and 341Z. May not be offered 2018-2019.

**A FRE 440Z Writing French with Style (3)**

Intensive practice of written French through close analysis of grammar and stylistic study of selected works. Aims to strengthen and develop competency in different styles of writing: creative, argumentative, and analytical. Prerequisite(s): A FRE 340Z. May not be offered 2018-2019.

**A FRE 455 Life and Letters (3)**

Exploration of the historical, cultural, and literary aspects of a particular period or movement. May be repeated once for credit when content varies. Prerequisite(s): permission of instructor. May not be offered 2018-2019.

**A FRE 470 French For Business (3)**

Provides students with the tools needed in a French speaking business environment: specialized vocabulary, correspondence, business operations in France, the economy of France and the European Union. This course provides preparation for the examinations (on campus) leading

to certification by the Paris Chamber of Commerce (Diplôme de Français des Affaires I and II). Prerequisite(s): A FRE 340Z or equivalent. May not be offered 2018-2019.

**A FRE 481 Francophone Cultures (3)**

An examination of non-European cultures in Africa and the Caribbean as well as French based cultures in North America. Gives a broad understanding of the political and social impact of French colonization and examines contemporary francophone life through the study of literary and other texts as well as film. Prerequisite(s): permission of instructor. May not be offered 2018-2019.

**A FRE 497 Honor Thesis (4)**

An independent honors thesis written under the supervision of an appropriate faculty member. Normally taken during final semester of senior year. Prerequisite(s): all other requirements for the Honors Program must be completed or in the course of completion during the semester the thesis is written. May not be offered 2018-2019.

**A FRE 498 Face-to-Face (3)**

Seminar devoted to the works of a visiting major figure in contemporary French thought, letters, film, or art. Taught by a regular faculty member in cooperation with the visiting author or artist. May be repeated for credit with permission of undergraduate adviser. Prerequisite(s): A FRE 340Z and 341Z or permission of the undergraduate advisor. May not be offered 2018-2019.

**A FRE 499 Undergraduate Seminar (3)**

Intensive study of an author, topic, or literary theme not treated in regularly offered undergraduate courses. May be repeated for credit when content varies. Prerequisite(s): permission of instructor. May not be offered 2018-2019.

**Courses Taught in English****A FRE 201 Perspectives on the French World (1-3)**

Intensive study of a particular work or works, limited theme or topic, genre, or contemporary issue. Taught in English. May be repeated once for credit when content varies. May not be used to fulfill the requirements of the major in French.

**A FRE 202 French Literature (3)**

Reading and discussion of selected works of French literature in translation. Taught in English. May be repeated once for credit when content varies. May not be used to fulfill the requirements of the major in French. May not be offered 2018-2019.

**A FRE 208 Haiti through Film and Literature (3)**

An introduction to the history and culture of Haiti. Gives broad knowledge and understanding of the political, social, intellectual, literary, and artistic history of Haiti from 1492 to the present, particularly as it relates to the United States. Main tools of investigation: fiction, essays, film (documentary and fiction), and the arts. May be used to complete the French minor. May not be offered 2018-2019.

### **A FRE 218/218Y Contemporary France (3)**

Analysis and comparison of French and American value orientations, family structures, educational, political, economic, and cultural institutions. Taught in English. Only one version of A FRE 218 may be taken for credit. May not be used to fulfill the requirements of the major in French. May not be offered 2018-2019.

### **T FRE 218 Contemporary France (3)**

T FRE 218 is the Honors College version of A FRE 218; only one version may be taken for credit. May not be offered 2018-2019.

### **A FRE 238 (= A ARH 238) Great Classics of French Cinema (3)**

An introduction with detailed analyses to a dozen of the most well-known French classic films as contributions to the art of cinema and as reflections of French society at various historical moments. Taught in English. May not be used to fulfill the requirements of the major in French. Only one of A ARH/A FRE 238 and A FRE 315 can be taken for credit.

### **A FRE 281 French Canada Through Film and Literature (3)**

Gives broad knowledge of the French speaking areas of Canada (mainly Quebec and Acadia) through an examination of the history of the French in North America as well as contemporary literature and cinema. May be taken to complete the French minor. May not be offered 2018-2019.

### **A FRE 338 French Cinema and Society (3)**

Analysis of selected feature films of major contemporary French directors. Emphasis on each film as a social and cultural document. Taught in English. May not be used to fulfill the requirements of the major in French. Only one of A FRE 338 and 415 may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor. May not be offered 2018-2019.

### **A FRE 398 Face-to-Face (3)**

Seminar devoted to the works of a visiting major figure in contemporary French thought, letters, film, or art. Taught by a regular faculty member in cooperation with the visiting author or artist. Taught in English. May be repeated for credit with permission of the program chair. May not be used to fulfill the requirements of the major in French. Prerequisite(s): junior or senior standing or permission of instructor. May not be offered 2018-2019.

### **A FRE 460 (= A ARH 450) Art and Society in Early Modern France (3)**

Seminar examining selected topics in art and architecture produced in France from the 16<sup>th</sup> through 18<sup>th</sup> centuries. Special emphasis upon the cultural significance of art in an era that saw the rise and fall of monarchical power as well as dramatic changes in understanding of social hierarchy, gender, the natural world and philosophy. Taught in English. French majors will do readings and written work in French when possible. Only one version may be taken for credit. Prerequisite(s): junior or senior standing and at least nine credits of upper-level coursework

in Art History or French Studies. May not be offered 2018-2019.

## **Courses in German**

### **A GER 101 Elementary German I (4)**

Beginner's course for students with no previous German. Focus on communicative skills, speaking, reading, writing, and listening. Independent work and student participation are stressed. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence.

### **A GER 102 Elementary German II (4)**

Continuation of A GER 101 with emphasis on basic language skills for communication and on cultural aspects. Independent work and student participation are stressed. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A GER 101 or placement.

### **A GER 201 Intermediate German I (3-4)**

Continuation of A GER 102. Fundamentals of German for students with limited experience in German. Provides opportunity for review and expansion of the main features of the German language and German culture. Involves frequent and independent work. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A GER 102 or placement.

### **A GER 202 Intermediate German II (3-4)**

Continuation of A GER 201. Completes the basic sequence of study of the essential features of the German language. Involves frequent and independent work. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A GER 201 or placement.

## **Courses in Ancient Greek**

### **A CLG 101 Elementary Greek I (4)**

Introduction to Attic Greek Prose. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. May not be offered in 2018-2019.

### **A CLG 102 Elementary Greek II (4)**

Introduction to Attic Greek Prose. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level

course in the sequence. Prerequisite(s): A CLG 101 or permission of instructor. May not be offered in 2018-2019.

### **A CLG 497 Independent Study (2-4)**

Seniors may offer 2 to 4 credits of independent study in place of regular course work in Greek. Projects must be approved by the department chair. May be repeated once for credit. May not be offered in 2018-2019.

## **Courses in Italian**

### **A ITA 100 Elementary Italian I (4)**

Beginner's course. Fundamentals of language structure and sounds; emphasis on correct pronunciation and oral expression, graded readings. May not be taken for credit by students who have taken three years of high school Italian or passed the Regents examination within the past five years. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): for beginners, none; for students with high school Italian, placement.

### **A ITA 101 Elementary Italian II (4)**

Continuation of A ITA 100. Fundamentals of language structure and sounds, emphasis on correct pronunciation and oral expression, and graded readings. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A ITA 100 or placement.

### **A ITA 103 Intermediate Italian I (4)**

Modern Italian readings. Review of Italian grammar, composition and conversation. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A ITA 101 or placement.

### **A ITA 104 Intermediate Italian II (4)**

Continuation of modern Italian readings, review of Italian grammar, composition and conversation. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A ITA 103 or placement.

### **A ITA 206Y Intermediate Conversation and Oral Grammar (3)**

Primary emphasis on speaking skills. May be taken simultaneously with A ITA 207. Prerequisite(s): A ITA 104.

### **A ITA 207 Intermediate Composition and Written Grammar (3)**

Primary emphasis on writing skills. May be taken simultaneously with A ITA 206. Prerequisite(s): A ITA 104 or placement.

**A ITA 213 The Italian-American Experience (3)**

This course explores the historical and cultural background of the Italian immigrants in the United States along with the development of major themes in the Italian American life. Conducted in English.

**A ITA 223 Introduction to Literary Methods (3)**

Textual exposition of readings selected according to genre, with an introduction to literary terminology and writing. Prerequisite(s): A ITA 104. May not be offered in 2018-2019.

**A ITA 301Z Advanced Conversation and Composition (3)**

Intensive practice in speaking and writing in Italian. Prerequisite(s): A ITA 207.

**A ITA 313 Throughout the Ages: Gender, Ideas, and Writing In Italy from 1100 to 1900 (3)**

Selected readings from medieval poetry, including the Scuola Siciliana, the *Dolce Stil Novo*, Dante's *Divine Comedy*, the production of medieval women writers, excerpts from Petrarch's love and political poetry, and Boccaccio's *Decameron*. An overview of the Renaissance, of the Baroque, the Enlightenment, the Romanticism, and the Modern Age literary developments, examined through their most relevant feminine and masculine voices, with particular emphasis on the school of women poets and novelists of the Italian Novecento. Prerequisite(s): A ITA 223 or permission of instructor. May not be offered in 2018-2019.

**A ITA 315 Italian Civilization: From the Etruscans to Galileo (3)**

An introduction to Italian culture from the Etruscans to ancient Rome and Pompeii; from the Middle Ages to the Renaissance, with emphasis on the contributions of Dante, Leonardo, Michelangelo, Galileo, and the struggle between church and state. Offered in English.

**A ITA 316 Contemporary Italy: From the Unification to the Present (3)**

A study of the cultural manifestations of the sociopolitical changes in modern Italy: from the *Risorgimento* to the formation of one nation; the rise and fall of Fascism; social developments in contemporary Italy--political parties, trade unions, media, religion and education. Offered in English. May not be offered in 2018-2019.

**A ITA 318 Italian Cinema (3)**

This course deals with a study of the work of Rossellini, Visconti, De Sica, Fellini, Antonioni, Pasolini, Bertolucci and others. It examines the way fiction and themes taken from Italian life have been rendered in cinematic form during the past 35+ years. Offered in English. May not be offered in 2018-2019.

**A ITA 325 The Italian Short Story (3)**

Representative Italian short stories with emphasis on specific characteristics of the genre. Prerequisite(s): A ITA 301. May not be offered in 2018-2019.

**A ITA 350 Contemporary Italian Society (3)**

This course will offer an overview of the Italian society of today through an analysis of its

major cultural, economic, and socio-political issues. Among the topics examined will be the question of the language, the regional identity, the Italian political system, the economic development, the position of Italy in the European community and the function of the media. Emphasis will be placed on the analysis of the changes that have occurred in Italy during the last four decades. Audio-visual material, articles from newspapers and magazines, and excerpts of contemporary Italian literature will be used as ancillary material and will provide the basis for lectures and class discussions. Class is conducted in English. Prerequisite(s): A ITA 301Z or permission of instructor. May not be offered in 2018-2019.

**A ITA 397 Independent Study in Italian (2-4)**

Study by a student in an area of special interest not treated in currently offered courses. Work performed under direction of a professor chosen by the student on a topic approved by the program. May be repeated once for credit with special departmental approval. Prerequisite(s): A ITA 313. May not be offered in 2018-2019.

**A ITA 441 Women, Men, Love, and Politics of the Italian Renaissance (3)**

The course will focus on the themes of femininity and the ideas of love, politics, and society, filtered through the voices of some of the women writers of the Italian Renaissance, such as: Tullia D'Aragona, Gaspara Stampa, Vittoria Colonna, Chiara Matraini, Veronica Franco, Isabella DiMorra, as well as through the voices of their masculine counterparts (Sannazaro, Ficino, Ariosto, Bembo, Machiavelli, Tasso). Prerequisite(s): A ITA 313 or permission of instructor. May not be offered in 2018-2019.

**A ITA 444 Topics in Italian Language and Literature (2-3)**

Selected works of Italian language or literature not covered by other undergraduate courses offered by the program. May be repeated for credit when content varies. Consult current schedule of classes for topic and prerequisite. May not be offered in 2018-2019.

**Courses in Languages, Literatures and Cultures****A LLC 200 Special Topics (3)**

Selected topics in literature or culture not covered by other undergraduate courses offered by the program. May be repeated for credit when content varies. Consult current schedule of classes for topic and prerequisite. Taught in English.

**A LLC 275 European Cinema and Society (3)**

This course, taught entirely in English, explores the symbiotic evolution of European cinema and society from the silent era through the present, focusing on representative films from France, Italy, Germany, Spain, and the Soviet Union/Russia. We will approach film not only as an art form whose stylistic and technological dimensions have shifted over the past century, but also as a collective representation that provides insight into social, political, and cultural issues.

We will also investigate how cinema has shaped national identities and promoted both international competition and collaboration. In so doing, our study of film will naturally open onto a variety of other disciplines, such as history, psychology, sociology, political science, and gender studies. May not be offered in 2018-2019.

**A LLC 400 Special Topics (3)**

Selected specialized, advanced topics in linguistics, literature, culture, or theory not covered by other undergraduate courses offered by the program. May be repeated for credit when content varies. Consult current schedule of classes for topic and prerequisite. Taught in English. May not be offered in 2018-2019.

**A LLC 440 Internship in Translation (3)**

Employment in and study of theory and practice of professional translation. Practice and study of professional relationships and technology of translation, with a final report on the experience and a paper based on a list of readings selected in consultation with faculty. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. Prerequisite(s): permission of instructor. *S/U* graded. May not be offered in 2018-2019.

**Courses in Latin****A CLL 101 Elementary Latin I (4)**

Grammar, composition, conversation, and reading of Latin. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence.

**A CLL 102 Elementary Latin II (4)**

Continuation of A CLL 101; grammar, composition, conversation, and reading of Latin. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A CLL 101 or permission of instructor.

**A CLL 201 Introduction to Latin Literature I (3)**

Selected readings from prose authors, especially Cicero. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A CLL 102 or permission of instructor for students with two years of high school Latin. May not be offered in 2018-2019.

**A CLL 202 Introduction to Latin Literature II (3)**

Continuation of A CLL 201; selected readings from prose authors, especially Cicero, and from Latin poetry. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the

sequence. Prerequisite(s): A CLL 201 or permission of instructor. May not be offered in 2018-2019.

#### **A CLL 410 Latin Prose Authors (3)**

Detailed study and criticism of one Latin prose author (historian, orator, novelist, etc.). May be repeated for credit with change in author. Prerequisite(s): A CLL 202 or equivalent. May not be offered in 2018-2019.

#### **A CLL 411 Latin Poetry (3)**

Detailed study and criticism of one Latin epic, lyric or dramatic poet. May be repeated for credit with change in author. Prerequisite(s): A CLL 202 or equivalent. May be taken concurrently with A CLL 202 with instructor's permission. May not be offered in 2018-2019.

#### **A CLL 497 Independent Study (2-4)**

Seniors may offer 2 to 4 credits of independent study in place of regular course work in Latin. Projects must be approved by the department chair. May be repeated once for credit. May not be offered in 2018-2019.

## **Courses in Portuguese**

A minor in Portuguese is available to students who complete 18 credits of course work with an A POR prefix.

The Portuguese Program offers instruction in the Portuguese language and in Portuguese and Brazilian literature and culture. By extending career opportunities to Brazil, Portugal and African countries where Portuguese is an official language, study in the Portuguese Program can be an important adjunct to academic preparation in Latin American studies, social sciences, natural sciences, business, and other fields.

#### **A POR 100 Elementary Portuguese I (3)**

Beginner's course. Fundamentals of language structure with emphasis on correct pronunciation and oral expression. Portuguese will be the language of instruction. May not be taken for credit by bilinguals or native speakers. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): for beginners, none; for others, placement.

#### **A POR 101 Elementary Portuguese II (3)**

Continuation of A POR 100. Fundamentals of language structure with emphasis on correct pronunciation and oral expression. Portuguese will be the language of instruction. May not be taken for credit by bilinguals or native speakers. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A POR 100 or placement.

#### **A POR 115 (= A LCS 115) Portuguese and Brazilian Culture and Society (3)**

Survey of culture and society in the Portuguese-speaking world, including, Brazil, Portugal and Portuguese Africa. The development of typical customs and institutions, with special attention to folklore, music, painting and architecture, with visual and recorded materials. Conducted in English. Only one version of A POR 115 may be taken for credit. May not be offered in 2018-2019.

#### **A POR 150 Portuguese for Speakers of Spanish (3)**

This course will introduce the speakers of Spanish to the Lusophone (Portuguese-speaking) world. Emphasis will be given to the development of the four skills (speaking, listening, reading, and writing), as well as the appreciation and awareness of Portuguese-speaking cultures. Prerequisite(s): coursework at or above A SPN 201 (previously A SPN 104) or equivalent, or Spanish heritage language background, or permission of instructor. May not be offered in 2018-2019.

#### **A POR 201 Intermediate Portuguese (3)**

Continuation of A POR 101. Development of knowledge of grammar and vocabulary through directed conversation, reading and composition. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A POR 101 or placement.

#### **A POR 206 Conversation and Spoken Grammar (3)**

Primary emphasis on spoken language, with training in comprehension and expression, and systematic practice in oral discourse, including dialogue, narrative and description. Prerequisite(s): A POR 101 or placement.

#### **A POR 207 Composition and Written Grammar (3)**

Primary emphasis on writing skills. Formal grammar of written language, with training in various types of composition. Prerequisite(s): A POR 101 or placement. May not be offered in 2018-2019.

#### **A POR 215 African-Brazilian Culture (3)**

A study of social, political, and symbolic adaptations of people of African origin in Brazil through an examination of social institutions, customs, and other relevant aspects of culture, with special attention given to corresponding aspects of culture in the United States. Prerequisite(s): A POR 115 or permission of instructor. May not be offered in 2018-2019.

#### **A POR 301 Advanced Conversation and Composition (3)**

Advanced study of oral and written expression in Portuguese through analysis and exercises in both grammar and style. Prerequisite(s): A POR 206 and 207, or placement. May not be offered in 2018-2019.

#### **A POR 311 Introduction to Portuguese Literature (3)**

Survey of Portuguese literature from the Middle Ages to the present. Selected readings, lectures,

discussions, and reports on collateral study. Prerequisite(s): A POR 207 or permission of instructor. May not be offered in 2018-2019.

#### **A POR 312 (= A LCS 312) Introduction to Brazilian Literature (3)**

Survey of Brazilian literature from colonial period to the present. Selected readings, lectures, discussions, and reports on collateral study. Only one version of A POR 312 may be taken for credit. Prerequisite(s): A POR 207 or permission of instructor. May not be offered in 2018-2019.

#### **A POR 315 (= A LCS 311) Introduction to Brazilian Popular Culture (3)**

This course explores the diversity of Brazilian popular culture, focusing especially on Brazilian music, dance, sports, theater, films, popular literature, religion, visual arts, architecture, and festivities. It reflects on popular culture's social, economic, and political aspects and how they interweave with the various forms of popular culture's manifestations. This course is taught in English.

#### **A POR 318 (= A LCS 318) Introduction to Brazilian Cinema (3)**

Survey of Brazilian cinema, emphasizing the social and cultural dimensions of selected major films, including some which represent the "new cinema" movement. Course includes viewings, discussions, readings, and written work. Only one version of A POR 318 may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor. May not be offered in 2018-2019.

#### **A POR 397 Independent Study in Portuguese (2-3)**

Study in an area of special interest not treated in courses currently offered. May be repeated once for credit with program approval. Prerequisite(s): permission of department. May not be offered in 2018-2019.

#### **A POR 402 Studies in Portuguese Linguistics (3)**

Survey of selected area of Portuguese linguistics, such as phonetics and phonology, syntax, dialectology or history of the language. May be repeated for credit when content varies. Prerequisite(s): A POR 301 or permission of instructor.

#### **A POR 411 Studies in Literature (3)**

Texts from selected genres of literature in Portuguese. Topics may deal with poetry, drama or narrative of Portugal, Brazil, or other Portuguese-speaking countries. May be repeated for credit when content varies. Prerequisite(s): A POR 311 & A POR 312 or permission of instructor. May not be offered in 2018-2019.

## **Courses in Russian**

### **Courses in Russian Language**

#### **A RUS 101 Elementary Russian I (3)**

A communicative introduction to Russian for beginners, designed to develop basic skills in listening, speaking, reading, and writing while mastering the grammatical structures and concepts on which those skills depend. Content

focuses on practical survival and social functioning in today's Russian-speaking world as well as aspects of Russian culture, society, and history. Native speakers of Russian may not take this course. Students with only limited Russian gained from growing up in families where Russian was spoken may be allowed to enroll in this course with permission of the instructor. Transfer students who have had one year of Russian-language study are advised to enroll in A RUS 201. Students who have been granted University in the High School credit for second-year Russian may not enroll in A RUS 101, 102, 201, or 202 for credit. Students who have had two or more years of college-level Russian-language study are advised to consider SUNY study-abroad options for more advanced Russian study. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence.

#### **A RUS 102 Elementary Russian II (3)**

Continuation of A RUS 101. Native speakers of Russian may not take this course. Students with only limited Russian gained from growing up in families where Russian was spoken may be allowed to enroll in this course with permission of the instructor. Transfer students who have had one year of Russian-language study are advised to enroll in A RUS 201. Students who have been granted University in the High School credit for second-year Russian may not enroll in A RUS 101, 102, 201, or 202 for credit. Students who have had two or more years of college-level Russian-language study are advised to consider SUNY study-abroad options for more advanced Russian study. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A RUS 101 or equivalent or permission of the instructor.

#### **A RUS 201 Intermediate Russian I (3–5)**

Continuation of A RUS 102. Also offered in the University in High School Program. Students solidify their mastery of the Russian case system and begin mastering verbal aspect. Native speakers of Russian may not take this course. Students with only limited Russian gained from growing up in families where Russian was spoken may be allowed to enroll in this course with permission of the instructor. Transfer students who have had one year of Russian-language study are advised to enroll in A RUS 201. Students who have been granted University in the High School credit for second-year Russian may not enroll in A RUS 101, 102, 201, or 202 for credit. Students who have had two or more years of college-level Russian-language study are advised to consider SUNY study-abroad options for more advanced Russian study. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A RUS

102 or permission of the director of the Russian minor program.

#### **A RUS 202 Intermediate Russian II (3–5)**

Continuation of A RUS 201. Also offered in the University in High School Program. Students solidify their mastery of the Russian case system and begin mastering verbal aspect. Native speakers of Russian may not take this course. Students with only limited Russian gained from growing up in families where Russian was spoken may be allowed to enroll in this course with permission of the instructor. Transfer students who have had one year of Russian-language study are advised to enroll in A RUS 201. Students who have been granted University in the High School credit for second-year Russian may not enroll in A RUS 101, 102, 201, or 202 for credit. Students who have had two or more years of college-level Russian-language study are advised to consider SUNY study-abroad options for more advanced Russian study. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A RUS 201 or permission of the director of the Russian minor program.

#### **A RUS 397 Independent Study (1–6)**

Directed reading and conferences on selected topics. May be repeated for credit. Prerequisite(s): junior or senior standing, and permission of instructor and program director.

### *Literature and Culture Courses in English Translation*

#### **A RUS 161/161Z Russian Civilization (3)**

The cultural and ideological development of Russia from the inheritance of the Byzantine Empire through the 1917 Russian Revolution. Includes various aspects of history, political systems, economy and culture and the arts. Conducted in English. Only one version of A RUS 161 may be taken for credit. May not be offered in 2018-2019.

#### **A RUS 162/162Z Contemporary Russia (3)**

Introduction to the society and culture of contemporary Russia, focusing in part on the continuities and differences between the Soviet and post-Soviet periods. Topics to be studied include: the linguistic and cultural revolution of the 1990s, individual adaptation to a new economic environment, official and unofficial attempts to "construct" a new Russia. Conducted in English. Only one version of A RUS 162 may be taken for credit.

#### **A RUS 251 Masterpieces of 19<sup>th</sup> Century Russian Literature (3)**

Survey of the development of Russian literature, particularly prose fiction, from the age of Pushkin to about 1900. Readings will be chosen from short stories and novels by the following writers: Pushkin, Gogol, Lermontov, Turgenyev, Tolstoy, Dostoevsky, and Chekhov. Conducted in English. May not be offered in 2018-2019.

#### **A RUS 252 Masterpieces of 20<sup>th</sup> Century Russian Literature (3)**

Survey of the development of Russian literature, particularly prose fiction, from the turn of the century to the death of Stalin (1953). Readings will be chosen from poems, short stories and novels by the following writers: Chekhov, Gorky, Olesha, Bulgakov, Babel, Pasternak, Zamyatin, Sholokhov, and others. Conducted in English.

#### **A RUS 253 Late Soviet-Period Russian Literature (3)**

Survey of Soviet literature from the death of Stalin (1953) to the present. Readings taken primarily from prose fiction by such writers as Solzhenitsyn, Trifonov, Aksyonov, Shukshin, Bitov, and Erofeev. Discussion of how the changing political situation affected writers and literature. Conducted in English. May not be offered in 2018-2019.

#### **A RUS 280 Soviet and Russian Cinema (3)**

Main trends in the development of Russian and Soviet cinema, from the silents of the early 20<sup>th</sup> century to the period of glasnost and the post-Soviet era. Introduction to the theories of Eisenstein, Vertov, Kuleshov, and others. Social and political issues explored through famous classic and contemporary films. Films are subtitled in English. Conducted in English. May not be offered in 2018-2019.

## **Courses in Spanish**

### *Courses in Spanish Language*

#### **A SPN 100 Elementary Spanish I (4)**

This is a beginner's course using the natural method that will emphasize the acquisition of grammatical structures and vocabulary through an active process of student participation; it will focus on listening comprehension, correct pronunciation, and cultural knowledge. Spanish will be the language of instruction. Students are expected to attend regularly and participate in all class activities. May not be taken for credit by bilinguals or native speakers, or by students who have taken three years of high school Spanish or passed the Regents examination within the past five years. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): for beginners, none; for students with high school Spanish, placement.

#### **A SPN 101 Elementary Spanish II (4)**

A continuation of A SPN 100 which focuses on the active development of listening and reading comprehension, cultural knowledge, and speaking and writing skills. Cultural topics include: Types and Stereotypes, the Human Community, and Views on Death. Students are expected to attend regularly and participate in all class activities. Spanish will be the language of instruction. Students will be assigned to view videos outside of class. May not be taken for

credit by bilinguals or native speakers. Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): A SPN 100 or placement.

### **A SPN 105 Basic Spanish for Heritage Speakers (3)**

This is a basic course for students whose prior experience with Spanish is in informal contexts such as at home or with family/friends but who have limited practice at developing speaking, reading, or writing skills. The student's pronunciation might be near-native and the student might have fairly good listening comprehension skills but the student needs to expand their Spanish vocabulary, improve their basic reading and writing skills, and advance their ability to use high frequency grammatical structures. Heritage speakers of Spanish with at least three years of high school Spanish should consider A SPN 205 rather than A SPN 105. Prerequisite(s): placement.

### **A SPN 200 (formerly A SPN 103)**

#### **Intermediate Spanish I (3–4)**

A SPN 200 (formerly A SPN 103) is a continuation of A SPN 101 and the active development of student communication skills (listening, speaking, reading, and writing), and the study of Hispanic culture. Course includes short compositions and students are expected to participate in all class activities. Spanish is the language of instruction. May not be taken for credit by native or heritage speakers of Spanish. Language courses at the 100 and 200-level must be taken in sequence; a student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Only one of A SPN 200 and A SPN 103 may be taken for credit. Prerequisite(s): A SPN 101 or placement.

### **A SPN 201 (formerly A SPN 104)**

#### **Intermediate Spanish II (3–4)**

A SPN 201 (formerly A SPN 104) is a continuation of A SPN 200, intermediate-level Spanish, with a special emphasis on student short compositions, student development of reading skills, and active participation in class discussions. Spanish is the language of instruction. May not be taken for credit by native or heritage speakers of Spanish. Language courses at the 100 and 200-level must be taken in sequence; a student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Only one of A SPN 201 and A SPN 104 may be taken for credit. Prerequisite(s): A SPN 200 (formerly A SPN 103) or placement.

### **A SPN 205 Intermediate Spanish for Heritage Speakers (3)**

This is an intermediate level course for students whose prior experience with Spanish is primarily in informal contexts such as at home or with family/friends and who have had 3 or more years of high school Spanish. The focus will be on expanding student vocabulary and a review of

grammar. The class will be conducted in Spanish and primary attention will be given to student development of intermediate reading and writing skills. Prerequisite(s): placement.

### **A SPN 206Y Intermediate Conversation and Oral Grammar (3)**

Primary emphasis on the active skill of speaking. Cannot be taken by bilinguals or native speakers. Prerequisite(s): A SPN 104 or A SPN 201, or placement.

### **A SPN 208/208Z (formerly A SPN 301/301Z)**

#### **Spanish Composition and Conversation for non-Heritage Speakers of Spanish (3)**

Formerly A SPN 301. Intensive study of the Spanish language with frequent short compositions, oral presentations, and video projects. Also includes some short readings and analysis and discussion of literary texts. This course is only for non-heritage speakers of Spanish; students with a heritage speaker background should enroll in A SPN 209. Only one of A SPN 208, A SPN 209, and A SPN 301 may be taken for credit. Prerequisite(s): A SPN 206 or permission of instructor.

### **A SPN 209 Spanish Composition and Conversation for Heritage Speakers of Spanish (3)**

Intensive study of the Spanish language with frequent short compositions and oral presentations. Also includes some short readings and class discussions of topics of special interest to heritage speakers of Spanish. This course is only for heritage speakers of Spanish, intended to meet their specific language needs; non-heritage speakers should enroll in A SPN 208. Only one of A SPN 208, A SPN 209, and A SPN 301 may be taken for credit. Prerequisite(s): A SPN 205 or permission of instructor.

### **A SPN 297 Supplemental Language Study (1)**

A course to help students improve their Spanish reading and/or writing ability, taken in conjunction with a course of Hispanic literature in translation, or a course in another discipline which has a relation to Hispanic literature or culture. Course work may include readings and short compositions in Spanish. Prerequisite(s): permission of instructor. May not be offered in 2018-2019.

### **A SPN 302 Advanced Spanish Grammar (3)**

This course will offer an advanced grammar review of Spanish, contrasting its structures with those of English. Attention will be given to both morphological paradigms and syntactic patterns. Reviewing and discussing exercises and compositions will comprise a significant portion of the course work. Prerequisite(s): A SPN 205 or 206, or placement.

### **A SPN 303 (formerly A SPN 496)**

#### **Introduction to Spanish Linguistics (3)**

A SPN 303 (formerly A SPN 496) is a general introduction to Spanish linguistics. Students will be introduced to the different areas of linguistic specialization (general linguistics, phonetics and phonology, morphology, syntax, language change, and language variation) in order to prepare them for a more specialized study of these areas. Only one of A SPN 303 and A SPN 496

may be taken for credit. Prerequisite(s): A SPN 208 or A SPN 209 or A SPN 301 or permission of instructor.

### **A SPN 310 (formerly A SPN 223) Introduction to Literary Methods (3)**

Formerly A SPN 223, this is a beginning literature course where students are introduced to the study of literature in a foreign language. Works will be chosen by genre, with emphasis placed on the issues and assumptions underlying literary study, as well as the practical aspects of literary analysis. Only one of A SPN 310 and A SPN 223 may be taken for credit. Prerequisite(s): A SPN 208 or A SPN 209 or A SPN 301 or permission of instructor.

### **A SPN 311 Hispanic Literature through the Golden Age (3)**

An introduction to the literature of Spain and Latin America: the Medieval tradition, from the epic to the Celestina; the innovations of the Renaissance and Baroque poetry (Garcilaso, San Juan, Terrazas, Balbuena, Góngora, Quevedo, Sor Juana); the birth of the modern novel (the Lazarillo, Cervantes), the Comedia (Lope, Alarcón, Calderón). Prerequisite(s): A SPN 223 or A SPN 310 or permission of instructor. May not be offered in 2018-2019.

### **A SPN 312 Representative Spanish Authors (3)**

Survey of Spanish literature from the beginning of the 18<sup>th</sup> century to the Generation of '98. Prerequisite(s): A SPN 223 or A SPN 310 or permission of instructor. May not be offered in 2018-2019.

### **A SPN 314 The Rise and Fall of the Spanish Empire (3)**

From the encounter of cultures during the expansion of Fernando and Isabel to the intolerance of Philip II and his successors: saints and sinners (mysticism and the picaresque); noble peasants and ignoble aristocrats (Spanish drama); El Greco and Velázquez; and apocalyptic visions (Quevedo's Dreams). Prerequisite(s): for majors, A SPN 223 or A SPN 310 or permission of instructor; for nonmajors, none. May not be offered in 2018-2019.

### **A SPN 315 Conflict and Progress in Modern Spain (3)**

A study of the social and political struggles of the Spanish people through their literary and artistic manifestations, from the beginnings of the 18<sup>th</sup> century to the present. Prerequisite(s): for majors, A SPN 223 or A SPN 310 or permission of instructor; for nonmajors, none. May not be offered in 2018-2019.

### **A SPN 316 (= A LCS 316)**

#### **Representative Spanish-American Authors (3)**

A survey of literary movements in Spanish America from independence to World War II. Only one version of A SPN 316 may be taken for credit. Prerequisite(s): A SPN 223 or A SPN 310 or permission of instructor.

### **A SPN 317 (= A LCS 317) Latin-American Civilization (3)**

Study of Spanish-American cultures and institutions from the beginnings of the 20<sup>th</sup> century.

Only one version of A SPN 317 may be taken for credit. Prerequisite(s): A SPN 223 or A SPN 310 or permission of instructor. May not be offered in 2018-2019.

**A SPN 318 (= A LCS 314) Topics in Hispanic Film (3)**

A study of Hispanic film as a medium that offers a unique amalgam of diverse musical, pictorial, and literary art forms within a sociopolitical context. The course will focus on such specific topics as peasant movements, human rights, images of women, race, and ethnicity. May be repeated once for credit when content varies. Consult current schedule of classes for topic. Prerequisite(s): A SPN 223 or A SPN 310 or permission of instructor.

**A SPN 319 20<sup>th</sup> Century Spanish Literature (3)**

A study of selected works of Spanish literature from the Generation of '98 to the present. Works studied will deal with philosophical and social movements such as Existentialism, Tremendismo, the Spanish Civil War, the struggle between the individual and society. Prerequisite(s): A SPN 223 or A SPN 310 or permission of instructor.

**A SPN 320 (= A LCS 319) 20<sup>th</sup> Century Spanish-American Literature (3)**

A study of selected works of Spanish-American literature from World War II to the present. Works studied will deal with topics of special interest such as the continuing debate with regard to civilization and barbarism, dictatorship and revolution, social justice, and the search for identity. Only one version of A SPN 320 may be taken for credit. Prerequisite(s): A SPN 223 or A SPN 310 permission of instructor. May not be offered in 2018-2019.

**A SPN 322 (= A LCS 302) Los Latinos en Estados Unidos (3)**

Examination of major U.S. Latino groups (Mexican-American, Cuban, Puerto Rican, Dominican) with special emphasis on 20<sup>th</sup> century literary works. Students will study demographic, socio-economic, historical, and cultural aspects of these groups in the context of their interaction with mainstream society. Course will be given in Spanish. Only one version of A SPN 322 may be taken for credit. Prerequisite(s): A SPN 223 or A SPN 310 or permission of instructor.

**A SPN 323 Textual Analysis (3)**

Students will continue the study of literature in a foreign language through an advanced, in-depth analysis of selected works of Hispanic literature. They will further develop practical skills of literary criticism to be applied to different types of literature. Prerequisite(s): A SPN 223 or A SPN 310 or permission of instructor. May not be offered in 2018-2019.

**A SPN 325 The Hispanic Short Story (3)**

Representative Spanish and Spanish-American short stories with emphasis on specific characteristics of the genre. Prerequisite(s): A SPN 223 or A SPN 310 or permission of instructor. May not be offered in 2018-2019.

**A SPN 326 (= A LCS 326) Spanish-American Poetry and Theatre (3)**

Representative Spanish-American plays and selected works in Spanish-American poetry, with emphasis on specific characteristics of the genres. Only one version of A SPN 326 may be taken for credit. Prerequisite(s): A SPN 223 or A SPN 310 or permission of instructor. May not be offered in 2018-2019.

**A SPN 328 Spanish-Language Applied Learning Internship (3)**

Internships involve the students' participation in the work of an agency, institution, or corporate body, with collateral academic study. By enrolling in the Spanish program's internship course, students can earn degree credit for professional experience before they graduate. At their internship site, students work on assignments closely related to their Spanish major/minor. The university-approved internship is an integrated learning experience that enhances both their studies and career development. This is a mutually beneficial program whereby students acquire industry related skills, while the industries/agencies benefit from the student's advanced language and intercultural skills. Enrollment is contingent on the approval of a University at Albany full-time member of the instructional staff willing to supervise the study and evaluate on-site reports of the student's progress. Open only to Spanish majors or minors Does not yield credit towards the major or minor in Spanish. The student can only enroll in this course once. Prerequisites: permission of department chair. S/U graded.

**A SPN 333 Hispanic Literature in Translation (3)**

Hispanic literature in translation studied with a view to understanding its contributions to world literatures. Sample topics: Don Quijote, medieval masterpieces, images of women, Unamuno, Machado, Borges. May be repeated for credit when content varies. Consult schedule for topic. Prerequisite(s): junior or senior standing. May not be offered in 2018-2019.

**A SPN 344 Women in Hispanic Literature (3)**

Images of women in diverse works in Hispanic literature. Prerequisite(s): A SPN 223 or A SPN 310 or permission of instructor. May not be offered in 2018-2019.

**A SPN 347 Resistance and Revolution in Latin American Literature and Art (3)**

This course will examine the various literary and artistic works (fiction, photography, film/media) that have focused on promoting and representing resistance and revolution in Latin America. In addition to analyzing specific literary and artistic works in relation to the topic, the course will contextualize the works in the socioeconomic, political, and cultural currents that produced them. Prerequisite(s): A SPN 223 or A SPN 310 or permission of instructor. May not be offered in 2018-2019.

**A SPN 397 Independent Study in Spanish (1-4)**

Study by a student in an area of special interest not treated in courses currently offered. Work performed under direction of a professor chosen

by the student on a topic approved by the program. May be repeated once for credit with special approval of the program. Prerequisite(s): A SPN 311 and A SPN 312.

**A SPN 401 Spanish Phonetics and Phonology (3)**

This is an advanced course in Spanish phonology. Course topics include: articulatory phonetics, phonetic transcription, allophonic distribution, dialect variation, and differences between English and Spanish sound systems. Some lab work is required. Prerequisite(s): this is a capstone course and requires senior Spanish major with Spanish Language, Linguistics, Teaching concentration and one 400 level Spanish linguistics course.

**A SPN 402 Spanish Linguistics: Morphology and Syntax (3)**

Survey of the structure of the Spanish language in the light of current linguistic theory. Emphasizes morphology and syntax. Prerequisite(s): A SPN 303 or A SPN 496 or permission of instructor.

**A SPN 403 Spanish for Teachers (3)**

Study of Spanish grammar with the needs of the beginning teacher in mind. Emphasizes those aspects of grammar that cause most difficulty to English speaking students. May be offered as a quarter course. Prerequisite(s): this is a capstone course and requires senior Spanish major with Spanish Language, Linguistics, Teaching concentration and one 400 level Spanish linguistics course.

**A SPN 404 Advanced Oral Communication (3)**

Training in public speaking through participation in talks for special occasions, debates, panel discussions, extemporaneous speaking, and other forms of public address. Prerequisite(s): A SPN 303 or A SPN 496 or permission of instructor. May not be offered in 2018-2019.

**A SPN 405 Evolution of the Spanish Language (3)**

Historical phonology and morphology: from Vulgar Latin to medieval and modern Spanish. Prerequisite(s): A SPN 303 or A SPN 496 or permission of instructor. May not be offered in 2018-2019.

**A SPN 406 Applied Translation (3)**

Written translation from and into Spanish. Text selections from professional journals and government publications. Use of radio broadcasts and taped speeches. Prerequisite(s): A SPN 303 or A SPN 496 or permission of instructor. May not be offered in 2018-2019.

**A SPN 407 Business and Legal Spanish (3)**

The application of language skills to meet professional career requirements through the development of a specialized vocabulary and written exercises. Reading and analysis of contemporary texts from business journals and reports in the fields of business, law and economics. Prerequisite(s): A SPN 303 or A SPN 496 or permission of instructor. May not be offered in 2018-2019.



**A SPN 408 Spanish Second Language Acquisition (3)**

This course presents a panoramic view of the major questions, research methods, and findings in the study of the acquisition of Spanish as a second, additional, or foreign language. The first part of the course explores fundamental concepts in the field of second language acquisition -- such as interlanguage, language transfer, language universals, error analysis, and stages of development -- and traces the development of the field from early behaviorist theories to contemporary approaches to learner language. The second part of the course delves into contemporary research on the acquisition of Spanish. Students will examine and analyze samples of learner language using tools typically employed in the field and will explore structures from all levels of grammar that present challenges to Spanish language learners. Prerequisite(s): A SPN 303 (formerly A SPN 496) or permission of instructor. May not be offered in 2018-2019.

**A SPN 409 Spanish for Community Engagement (3)**

This course examines Spanish with a focus on its presence, use, and application within the community. Course topics will include language attitudes, bilingualism, dialect variation, Spanish in the US, and Spanish for specific purposes. Additionally, the course will explore the availability of resources in Spanish in communities. Course-work will be coupled with a significant service component that will provide students the opportunity to apply what they are learning to language use in the community. Service projects and sites will be determined on the basis of students' interest, scheduling considerations, and the needs of the community. Prerequisite(s): A SPN 208 or A SPN 209 or A SPN 301 or permission of instructor. May not be offered in 2018-2019.

**A SPN 410Z Creative Writing (3)**

Creative writing in Spanish. Students may choose to write in one or several genres. Prerequisite(s): two courses between A SPN 310-350 (excluding A SPN 333) or permission of instructor. May not be offered in 2018-2019.

**A SPN 414 (= A LCS 414) Literature of the Hispanic Caribbean (3)**

Study of selected major writers of Cuba, the Dominican Republic, and Puerto Rico of the 19<sup>th</sup> and 20<sup>th</sup> centuries. Special consideration of literature as a reflection of situations and problems peculiar to the Hispanic Caribbean. Conducted in Spanish. Only one version of A SPN 414 may be taken for credit. Prerequisite(s): two courses between A SPN 310-350 (excluding A SPN 333) or permission of instructor. May not be offered in 2018-2019.

**A SPN 417 Youth Cultures in Latin America (3)**

This course will examine contemporary youth cultures in Latin America as reflected in diverse forms of art analyzed and discussed using of a variety of critical approaches. Examples taken from film, literature, music, and electronic media. Prerequisite(s): two courses between A SPN 310-350 (excluding A SPN 333) or permission of instructor. May not be offered in 2018-2019.

**A SPN 418 Hispanic Cinema and Literature (3)**

A study of literary techniques in cinema and cinematic techniques in literature as a way of exploring narrative structure in representative Hispanic works. Prerequisite(s): two courses between A SPN 310-350 (excluding A SPN 333) or permission of instructor. May not be offered in 2018-2019.

**A SPN 442 Topics in the Spanish Language (3)**

Selected topics in Spanish language not covered by other undergraduate courses offered by the program. May be repeated for credit when content varies. Consult current schedule of classes for topic. Prerequisite(s): A SPN 303 or A SPN 496 or permission of instructor.

**A SPN 443 Topics in Hispanic Literature (3)**

Selected topics in Hispanic literature not covered by other undergraduate courses offered by the program. May be repeated for credit when content varies. Consult current schedule of classes for topic. Prerequisite(s): this is a capstone course and requires senior Spanish major with Hispanic Literatures and Cultures concentration and one 400 level Spanish literature course.

**A SPN 445 Satire in Hispanic Literature (3)**

Representative satirical writers in Spanish and Spanish-American literature from Quevedo to the present, including such writers as Fernandez de Lizardi, Larra, Mesonero Romanos, Valle-Inclan, Francisco Umbral, or other appropriate authors selected by the instructor. Prerequisite(s): two courses between A SPN 310-350 (excluding A SPN 333) or permission of instructor. May not be offered in 2018-2019.

**A SPN 446 (= A AFS 446) Literature and Human Rights (3)**

A study of selected works of Spanish and Spanish-American literature that deal with the subject of human rights throughout history. Topics to be studied may include such things as social protest, censored texts, women's writing, the literature of exile, minority portrayals, and slavery. Only one version of A SPN 446 may be taken for credit. Prerequisite(s): two courses between A SPN 310-350 (excluding A SPN 333) or permission of instructor.

**A SPN 449 Myths and Archetypes (3)**

A study of mythical and/or archetypal themes in selected works of Spanish or Spanish-American literature. Typical themes may include the hero or the anti-hero, Don Juan, the Christ figure, the epic journey, the lost paradise, and the eternal return. Prerequisite(s): two courses between A SPN 310-350 (excluding A SPN 333) or permission of instructor. May not be offered in 2018-2019.

**A SPN 450 (= A LCS 449) African Diaspora in Latin America (3)**

This course provides students with an interdisciplinary approach to the study of the global, cultural, and historical experiences of all peoples of African descent in the Latin American and Caribbean including communities of Black presences from the period of the transatlantic

slave trade and their descendants, and from recent migration movements. The course places a strong emphasis on Afro-Latin American cultural expressions through discussions of current day social and political issues. By examining the work of Afro-Latin American writers and artists, the course emphasizes their contributions to the political development of his own country while promoting social change and debating hegemonic discourse of national and continental identity. This course also offers to students the opportunity to discuss the impact of discursive racial constructions to the everyday practices in Latin America. This course is taught in Spanish. Prerequisite(s): two A SPN courses between 310-350 (excluding 333) or permission of instructor. May not be offered in 2018-2019.

**A SPN 453 Cultural Foundations of Spanish Literature: Golden Age (3)**

Civilization of Spain during the 16<sup>th</sup> and 17<sup>th</sup> centuries. Its institutions and ideologies will be considered with emphasis on their relationship to literature. Prerequisite(s): two courses between A SPN 310-350 (excluding A SPN 333) or permission of instructor. May not be offered in 2018-2019.

**A SPN 454 Cultural Foundations of Spanish Literature (3)**

Civilization of Spain in the 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup> centuries. Social, economic, religious, and political institutions will be considered through literature. Prerequisite(s): two courses between A SPN 310-350 (excluding A SPN 333) or permission of instructor. May not be offered in 2018-2019.

**A SPN 462 The Fantastic and Otherworldly in Latin American Literature (3)**

This course will examine the literary supernatural in twentieth-century Latin American narratives: the Fantastic, Magical Realism, the Gothic, and lo real maravilloso. Prerequisite(s): two courses between A SPN 310-350 (excluding A SPN 333) or permission of instructor. May not be offered in 2018-2019.

**A SPN 481 The Generation of '98 (3)**

The important writers of the Generation of '98 will be studied, with emphasis on the way they express their ideas in essays, novels and poetry. Those writers will include Unamuno, Machado, Baroja, Valle-Inclan, Azorín, Ortega y Gasset. Prerequisite(s): two courses between A SPN 310-350 (excluding A SPN 333) or permission of instructor. May not be offered in 2018-2019.

**A SPN 482 Cervantes (3)**

The life and major works of Miguel de Cervantes de Saavedra. Prerequisite(s): two courses between A SPN 310-350 (excluding A SPN 333) or permission of instructor. May not be offered in 2018-2019.

**A SPN 490 Romance Linguistics (3)**

A study of the general linguistic traits and differences between the major romance languages, with particular attention given to both the

historical factors and different linguistic processes which produced current language divisions. Prerequisite(s): A SPN 303 or A SPN 496 or permission of instructor. May not be offered in 2018-2019.

### A SPN 491 Forensic Spanish Linguistics (3)

This course studies the intersection between language and the law with specific reference to legal Spanish. The class will focus on two main areas: the lexical and grammatical characteristics of legal Spanish and the forensic linguistics as an expert and participant in judicial processes. Aspects of the criminal use of the Spanish language in different modalities will also be analyzed. The objective is to familiarize students with the emerging field of forensic linguistics and its usefulness in multilingual societies. Prerequisite(s): A SPN 303 or permission of instructor. May not be offered in 2018-2019.

### A SPN 492 Introduction to Spanish Dialectology (3)

This course will describe the linguistic traits of European Spanish and the division of Spain into different dialects. It will study linguistic concepts and the methodologies associated with spatial dialect studies, and consider competing factors which explain Spain's current dialect configurations. Prerequisite(s): A SPN 303 or A SPN 496 or permission of instructor. May not be offered in 2018-2019.

### A SPN 493 Introduction to Latin American Dialectology (3)

The principal linguistic traits of Spanish in the Americas, and the classification of American Spanish into individual dialects. The influence of African and indigenous peoples on American Spanish, standard and non-standard varieties, and historical and geographical factors which contribute to the dialect differences. Prerequisite(s): A SPN 303 or A SPN 496 or permission of instructor. May not be offered in 2018-2019.

### A SPN 494 Spanish Sociolinguistics (3)

The purpose of this course is to introduce the students to the scientific study of the complex relationship between language and society in the different parts of the Spanish Speaking World. It examines the wide range of linguistic variations and the corresponding methods of their study both in monolingual and bilingual speech communities. Prerequisite(s): A SPN 303 or A SPN 496 or permission of instructor. May not be offered in 2018-2019.

### A SPN 495 Bilingualism and U.S. Spanish (3)

This course offers a deep study of bilingualism and its implications for the individual and the society (identity, family, minorities, and education). The focus will be on the acquisition and development of communicative skills by bilingual speakers in the United States. Special attention will be paid to the intersection of bilingualism with other linguistic phenomena including borrowing, code-switching, diglossia, multilingualism, language shift, and language maintenance. Prerequisite(s): A SPN 303 or A SPN 496 or permission of instructor.

### A SPN 499 Honors Thesis (4)

An independent honors thesis written under the supervision of an appropriate faculty member and evaluated by the Honors Committee. Prerequisite(s): completion of all other requirements for the Honors Program.

## Department of Latin American, Caribbean, and U.S. Latino Studies

### Faculty

#### *Distinguished Professor Emerita*

Edna Acosta-Belén, Ph.D.  
(Collins Fellow and O'Leary Professor)  
Columbia University

#### *Professors Emeriti*

Christine Bose, Ph.D. (Collins Fellow)  
Johns Hopkins University  
Colbert I. Nepaulsingh, Ph.D.  
University of Toronto

#### *Distinguished Professor*

Daniel C. Levy, Ph.D.  
University of North Carolina,  
Chapel Hill

#### *Professor*

Pedro Cabán, Ph.D. (Department Chair)  
Columbia University

#### *Associate Professors*

Alejandra Bronfman, Ph.D.  
(Graduate Director)  
Princeton University

#### *Assistant Professors*

Ruth Felder, Ph.D.  
York University  
Gabriel Hetland, Ph.D.  
University of California, Berkeley  
Johana Londoño, Ph.D.  
New York University

#### *Clinical Assistant Professor*

Christine Vassallo-Oby, Ph.D.  
(Undergraduate Director)  
University at Albany

#### *Library Bibliographer for LACS*

Jesús Alonso Regalado, M.A.  
University of Pittsburgh

#### *Associated Faculty (Jointly Appointed)*

Maria A. Aguilar, Ph.D.  
University of St. Louis  
Jeanette Altarriba, Ph.D. (Collins Fellow)  
Vanderbilt University  
Ray Bromley, Ph.D.  
Cambridge University  
Jennifer L. Burrell, Ph.D.  
New School for Social Research  
José Cruz, Ph.D.  
City University of New York  
Alexander Dawson, Ph.D.  
SUNY Stony Brook

Matthew C. Ingram, J.D., Ph.D.

University of New Mexico  
Ilka Kressner, Ph.D.

University of Virginia  
Walter Little, Ph.D.

University of Illinois  
at Urbana-Champaign  
Blanca Ramos, Ph.D.

University at Albany  
Barbara Sutton, Ph.D.

University of Oregon

#### *Participating Faculty*

Glyne Griffith, Ph.D.,  
Associate Professor,  
University of the West Indies

#### *Adjuncts (estimated): 1*

*Teaching Assistants (estimated): 5*

The Department of Latin American, Caribbean, and U.S. Latino Studies has a cross-disciplinary faculty prepared to train undergraduates for research, service, and applied careers dealing with the U.S. Latino communities and with the Caribbean and Latin American regions.

The interdisciplinary major in Latin American, Caribbean, and U.S. Latino Studies is designed to prepare students for professional and research careers; domestic service with federal and state governmental agencies; careers in the United States foreign service; careers with business and educational organizations, public and private foundations, and other private or public agencies engaged in developing, improving, and promoting trade and the social, political, and economic life of the peoples of Latin America; editing and journalism; and paramedical and paralegal careers.

This major requires interdisciplinary course work with Latin American, Caribbean, and U.S. Latino content. Undergraduate students in the department are also provided with opportunities for community-oriented research, community service, and study abroad. LACS majors who study abroad to any country in Latin America or the Caribbean have the opportunity for their overseas credits to count toward graduation requirements in LACS.

The department also offers two minor sequences in either Latin American and Caribbean Studies or U.S. Latino Studies.

Courses focusing on cultures, peoples, and history of Latin America, the Caribbean, and U.S. Latina/os are also offered in the Departments of Languages, Literatures and Cultures, History, Geography and Planning, Anthropology, Sociology, Africana Studies, Education, Economics, Political Science, and Women's, Gender and Sexuality Studies.

## Careers

An undergraduate degree in LACS provides students with the flexibility to pursue a wide variety of business, education, and government occupations, as well as for graduate or professional study in specific disciplinary interests in the social sciences, the humanities, or professional areas. Moreover, LACS majors can easily combine their culture and language interests and skills with a commitment to issues of diversity, civil and human rights, and social justice. Many students with a LACS degree pursue careers in law, journalism, marketing, business, social welfare, higher education administration, government, or education. LACS students have also have pursued the Fulbright English Teaching Assistant program, Peace Corps, and AmeriCorps. Faculty are available to consult with students about their career interests throughout their time in the department.

## Degree Requirements for the Major in Latin American, Caribbean, and U.S. Latino Studies

**General Program B.A.:** A minimum of 36 credits, 18 of which must be at or above the 300 level, as follows:

Required core courses (9 credits): A LCS 100, A LCS 300, and one of the following capstone seminars: A LCS 411, A LCS 412, or A LCS 413.

Electives (27 credits): A total of 27 additional credits in Latin American, Caribbean & U.S. Latino Studies with A LCS prefix courses or any courses cross-listed with A LCS from other departments. The Undergraduate Director will assist students with an individually designed and cohesive curriculum comprised of these electives.

## Honors Program

The Department of Latin American, Caribbean, and U.S. Latino Studies Honors Program is a 36-credit undergraduate career distinction that consists of at least 12 credits of coursework designed to enhance and intensify the undergraduate experience.

To be admitted into the LACS Honors Program, each student must meet the following requirements: the student must be a LACS major who has already completed at least 12 credits of coursework; the student must have an overall GPA of at least 3.25; the student must have a GPA of 3.50

in the major; both the overall and major GPAs must be maintained until graduation in order to graduate with honors.

Students admitted to the Honors Program are required to complete a minimum of 36 credits in LACS courses, fulfilling all the "Requirements for the Major" listed above. Within the 36 credits, the student in the LACS Honors Program completes a junior or senior level independent honors project (ALCS 497, "Independent Study") under the direction of the LACS Honors Committee, which is selected by the Chair, in consultation with a Faculty Director, chosen by the student.

In addition to maintaining an overall GPA of at least 3.25 and a 3.50 in the major each student enrolled in the LACS Honors Program will need the following 12-credits that are designed to enhance and intensify the undergraduate experience: A LCS 300 (3 credits) that includes an extra assignment linked to the project the student is completing for A LCS 497; A LCS 411, 412, or 413 (3 credits) that includes an extra assignment linked to the project the student is completing for A LCS 497; A LCS 497 (6 credits) which is the LACS Honors Project (e.g. research paper, etc.) that is designed in consultation with the LACS Honors Committee and Faculty Director.

## Courses in Latin American, Caribbean, and U.S. Latino Studies

### A LCS 100/100Z Culture and Power in the Americas (3)

Survey of the diverse pre-Columbian and New World societies and cultures of Spanish and Portuguese America from the pre-conquest period to the present. Broadly interdisciplinary introduction to the historical development of Latin American society, culture, politics, and economics with a special emphasis on elements such as race, gender, and class. Focus on the interactions of Indian, European, and Black cultural elements and on the complexities of what is known as Latin American culture. The study of the most distinctive elements of culture such as race, social systems and institutions, folklore and cultural expressions will take precedence over historical events. Only one of A LCS 100/100Z, A HIS 140/140Z, and A HIS 144 may be taken for credit.

### A LCS 102 (= A HIS 170)

#### Introduction to Caribbean History (3)

An introduction to the history of culture contact in the Caribbean from the pre-Columbian Arawaks and Caribs, through the infusion of European and African cultures, to the emergence of the leadership of the United States in 1898. Special emphasis on the social and economic development of the plantation system,

the intercontinental trade system, slavery, and the struggle for abolition and self-determination. Only one version of A LCS 102 may be taken for credit.

### A LCS 103/103W/103Y/103Z

#### Introduction to Afro-Brazilian Culture (3)

An introduction to the processes of formation and transformation of Afro-Brazilian culture and its connections to racial identities, Brazilian national identity, and the black Atlantic world. Only one version of A LCS 103 may be taken for credit. May not be offered 2018-2019.

### A LCS 115 (= A POR 115) Portuguese and Brazilian Culture and Society (3)

Survey of culture and society in the Portuguese-speaking world, including Brazil, Portugal, and Portuguese Africa. Includes the development of typical customs and institutions with special attention to folklore, music, painting, and architecture. Utilizes visual and recorded materials. Conducted in English. Only one version of A LCS 115 may be taken for credit.

### A LCS 150/150Z (= A ANT 146/146Z) Puerto Rico: People, History, and Culture (3)

Survey of the Puerto Rican people, history, and culture on the island from the pre-Hispanic era to the present. Special emphasis on the change of sovereignty in 1898, the national question, migration, race, class, and culture. Only one version of A LCS 150 may be taken for credit.

### A LCS 201/201Z Latino USA (3)

This course is an intensive examination of Latino American society. Major Latino groups (e.g., Puerto Ricans, Mexican-Americans, Cubans, Dominicans, Central Americans, and Colombians) will be studied with emphasis on interaction between these groups and mainstream society, culture and value change in contact situations, and efforts to deal with prejudice and discrimination. The course draws from texts in anthropology, sociology, history, and cultural studies, all of which are augmented with various films.

### A LCS 203/203W/203Y/203Z Afro-Latin America (3)

Analysis of blackness in Latin America with a focus on the representations of peoples of African descent in national identities and discourses. The course examines some of the "myths of foundation" of Latin American nations (e.g. The "cosmic race" in Mexico, "racial democracy" in Brazil, etc.), and how these myths bring together ideas of nation, gender, race, blackness, whiteness, and mestizaje (racial and cultural mixture). May not be offered 2018-2019.

### A LCS 205 The Caribbean Tourism Industry: Service or Servitude? (3)

This course analyzes the development of the Caribbean tourism industry. The nations surrounding the Caribbean Sea are widely regarded as a premier international tourist destination. It is argued these destinations have been purposefully engineered to boost local, state, regional, and federal economies of scale and have undergone many cycles of "boom and bust" with respect to changing consumer habits, environmental disasters (i.e. hurricanes and tropical storms), and the impact of global financial

and terrorist crises. The Caribbean is a prime location to understand the often complex and dynamic effects that different types of tourism, transnationalism, and globalization have on everyday people living, working, and choosing to vacation there. The class will analyze the development of this regional tourism center with respect to understanding the identities of both hosts and guests, environmental concerns, and broader sociocultural implications of such a globalized zone of excess.

**A LCS 216/216Z (= A MUS 216/216Z) Music and Society in Latin America: Past and Present (3)**

This course will deal with two basic issues: the evolution of musical thought throughout Latin America from pre-Hispanic times to the present, and the relationship between musical manifestations and the prevailing social order in which those activities took place. Only one version of A LCS 216 may be taken for credit.

**T LCS 216 (= T MUS 216) Music and Society in Latin America: Past and Present (3)**

T LCS 216 is the Honors College version of A LCS 216; only one may be taken for credit.

**A LCS 225/225W/225Y/225Z (= A SOC 225/225W/225Y/225Z) Global Migration and Transnationalism (3)**

The course is an introduction to global migratory patterns in the contemporary period. The course covers: basic concepts and approaches to migration studies; global and regional migratory patterns and major forces shaping them with a specific focus on the twentieth century; and how individuals and families mobilize during the processes of international migration. Geographically, the course covers several areas of the world. Only one version may be taken for credit. Prerequisite(s): A SOC 115.

**A LCS 229 Special Topics in Latin American and Caribbean Studies (3)**

The specific topic will be selected by the instructor and will vary from semester to semester as indicated by course subtitle. May be repeated for up to six credits when content varies.

**A LCS 231 Special Topics in Latino Studies (3)**

The specific topic will be selected by the instructor and will vary from semester to semester as indicated by course subtitle. May be repeated for up to six credits when content varies.

**A LCS 233 (= A ANT 233) Aztecs, Incas, and Mayas (3)**

Introductory survey of the archaeology and ethnohistory of the three best-known indigenous civilizations of the New World. Each is presented in terms of pre-historic background and evolution, social organization, politics and economics, religion and art. Consideration is given to the Spanish conquest of these groups and to their modern legacies. Only one version of A LCS 233 may be taken for credit.

**T LCS 233 (= T ANT 233) Aztecs, Incas, and Mayas (3)**

T LCS 233 is the Honors College version of A LCS 233; only one may be taken for credit.

**A LCS 240 (= A AFS 240 & A WSS 240)**

**Classism, Racism, and Sexism: Issues (3)**

Analyzes the connections between and among classism, racism and sexism, their mutually reinforcing nature, and the tensions arising from their interrelations. Particular attention will be given to the ideological and personal aspects of these phenomena, as well as to their institutional guises in American society. Only one version of A LCS 240 may be taken for credit.

**A LCS 250/250Z (= A GOG 250/250Z)**

**Geography of Latin America (3)**

An introduction to the geographical diversity of Latin America, reviewing the Continent's physical features, natural resources, societies, economies, and politics, and relating them to its history and cultural traditions. Particular attention will be given to rural and urban living conditions, social and regional inequalities, population distribution, internal and international migration, and socioeconomic development issues. Only one version of A LCS 250 may be taken for credit.

**A LCS 255 Race and the American Empire (3)**

This course will explore the relationship between racism and the formation of the American empire from approximately 1776 through the end of the Progressive Era. By the early 20<sup>th</sup> century the United States emerged as a world power after a relentless process of continental and overseas territorial expansion. The young nation employed an ideology of racial superiority and predestination to justify its expropriation of the land and natural resources of other peoples and nations, to capture a continuous supply of labor, and to acquire new export. Theories of Manifest Destiny, white man's burden, social Darwinism, and religious doctrines were some of the narratives central to an ideology of racial supremacy in service of empire. Only one version of A LCS 255 may be taken for credit. May not be offered 2018-2019.

**T LCS 255 (= T POS 255) Race and the American Empire (3)**

T LCS 255 is the Honors College version of A LCS 255; only one may be taken for credit.

**A LCS 269 (= A AFS 269 & A ANT 269)**

**The Caribbean: Peoples, History, and Culture (3)**

This course introduces students to significant aspects of Anglophone Caribbean culture and history in the context of this region of the globe, the wider Caribbean, functioning as the crossroads of the world. Colonial conquest forced and forged the intersection of Europe, Asia, and Africa in the Caribbean so that while it is not large in terms of geographical area or total population, it resonates with global significance as a crucible of cultural hybridity and as a nurturing space of modernity. Only one version may be taken for credit.

**A LCS 270 Latin American Politics: Latin America's Left Turn (3)**

This course examines Latin America's ongoing "Left Turn," a process that has brought left and center-left governments to national office in over a dozen countries throughout the

region between 1998 and today. The course will examine the following questions: What is "the Left"? How has the meaning of this term shifted historically and how does it differ in different countries? How does the contemporary or "new" Left compare to the "old" Left in Latin America? Why did the Left Turn happen? In what ways are the policies implemented by leftist governments in Latin America similar to and/or different from policies implemented by centrist and conservative governments of the past, and particularly the neoliberal era of the 1980s and 1990s? What are the similarities and differences within the multiple paths that the Left Turn has taken? How can we make sense of variation within the Left Turn? What effect has the Left Turn had in terms of economic policy, social policy, democracy, politics, socioeconomic indicators (such as poverty, literacy, economic growth), gender, race and ethnicity, foreign policy and more?

**A LCS 282 (= A SOC 282) Race and Ethnicity (3)**

Study of religion, race, and nationality conflicts in American society. Reactions of minority to majority; changing patterns of minority relationships; efforts to deal with prejudice and discrimination. Only one version of A LCS 282 may be taken for credit. Prerequisite(s): A SOC 115.

**A LCS 283 Latinization of U.S. Cities (3)**

This course examines the historical and contemporary Latino transformation of American cities. We begin with early 20<sup>th</sup> century Latino migrations to N.Y.C. and L.A., move onto the rise of barrio politics in the 1960s and 70s, recent urban transnational ties in a late 20<sup>th</sup> century global era, and end with the exponential rise and geographic expansion of Latino populations in various urban and suburban cities across the U.S. A study of these shifts in the Latinization of cities is of particular relevance today as professionals in creative, policy, and academic fields grapple with the fast-growing U.S. Latina/o population. Because of the multi-faceted and urgent nature of this ethnic specific urban process, this course understands that the verb "Latinizing" is enacted by multiple actors with various political and economic interests, and considers the resulting Latinized urban process to be an always contested and evolving intersection of culture, class, gender, sexuality, and race. The course draws from texts in anthropology, sociology, history, cultural studies, and geography, all of which are augmented with various films. By reading multi-disciplinary texts that cover various cities and Latino national groups across the United States, students in this course will gain a rich theoretical and analytical background on the pressing issues and main individuals and communities that have shaped and continue to shape Latina/o urban America.

**T LCS 288 Race, Ethnicity, and the Contemporary U.S. City (3)**

This course examines the historical and contemporary ethnic and racial transformation of American cities. We begin with early 20<sup>th</sup> century Latino, Asian, and Black migrations to inner cities, move onto the rise of ethnic

urban politics in the 1960s and 70s, new urban transnational ties in a late 20<sup>th</sup> century global era, and end with the exponential rise and geographic expansion of ethnic and racial minority populations in various urban and suburban cities across the US. A study of the shifts in cities is of particular relevance today as professionals in creative, policy, and academic fields grapple with an increasingly multicultural US city. The course draws from texts in anthropology, sociology, history, cultural studies, and geography, all of which are augmented with various films. By reading multi-disciplinary texts that cover various cities and ethnic and racial groups across the United States, students in this course will gain a rich theoretical and analytical background on the pressing issues and main individuals and communities that have shaped and continue to shape multicultural urban America. Open to Honors College students only. May not be offered 2018-2019.

**A LCS 289 (= A SOC 289) Special Topics in Ethnicity (1-3)**

This course is an intensive examination of the culture and lifestyle of a single ethnic group within American society. The specific ethnic group varies from semester to semester and is indicated by the course subtitle; e.g., Asian American Communities. Maybe repeated for up to 6 credits if content varies. Prerequisite(s): A SOC 115.

**A LCS 290 Special Topics: Perspectives in Latin America and the Caribbean (1-3)**

This course will broadly examine under various topics, the social, economic, political, and cultural issues that affect contemporary life Latin American and Caribbean. Maybe repeated for a total of six credits. Prerequisite(s): permission of instructor.

**A LCS 300 Introduction to Theories and Research Methods in Latin American, Caribbean, and U.S. Latino Studies (3)**

This is a team-taught course designed to introduce students to some of the disciplines within, as well as fields of study that bridge the Social Sciences and Humanities. Guest lecturers with different disciplinary and interdisciplinary trainings will explain the origin, development, and some of the major theories and methods of their respective discipline or field of study. The experts will also discuss the processes of institutionalization of these disciplines and trans-disciplines as academic programs in U.S., Latin American, and Caribbean universities, and how they claim to add new knowledge to university curricula. Students will be exposed to the different theories, methods, and epistemologies of both traditional disciplines (e.g. Sociology, Anthropology, Geography, etc.) as well as inter or transdisciplinary fields of study (e.g. Latin America Studies, Latino Studies, Women Studies, Africana Studies, and Judaic Studies, etc.). Students will build Information Literacy skills, learn the difference between quantitative and qualitative research, and study how to write empirical research reports. Offered fall semester only.

**A LCS 302 (= A SPN 322) Latinos(as) en Estados Unidos (3)**

Examination of major U.S. Latino groups (Mexican-American, Cuban, Puerto Rican, Dominican) with special emphasis on 20<sup>th</sup> century literary works. Students will study demographic, socio-economic, historical, and cultural aspects of these groups in the context of their interaction with mainstream society. Course will be given in Spanish. Only one version of A LCS 302 may be taken for credit. Prerequisite(s): A SPN 223 or A SPN 301 or permission of instructor.

**A LCS 311 (= A POR 315) Introduction to Brazilian Popular Culture (3)**

This course explores the diversity of Brazilian popular culture, focusing especially on Brazilian music, dance, sports, theater, films, popular literature, religion, visual arts, architecture, and festivities. It reflects on popular culture's social, economic, and political aspects and how they interweave with the various forms of popular culture's manifestations. This course is taught in English.

**A LCS 312 (= A POR 312) Introduction to Brazilian Literature (3)**

Survey of Brazilian literature from the colonial period to the present. Selected readings, discussions, and reports on collateral study. Only one version of A LCS 312 may be taken for credit. Prerequisite(s): A POR 207 or permission of instructor.

**A LCS 314 (= A SPN 318) Topics in Hispanic Film (3)**

A study of Hispanic film as a medium that offers a unique amalgam of diverse musical, pictorial, and literary art forms within a sociopolitical context. The course will focus on such specific topics as peasant movements, human rights, images of women, race, and ethnicity. Only one version of A LCS 314 may be taken for credit in any semester. May be repeated once for credit when content varies. Consult current schedule of classes for topic. Prerequisite(s): A SPN 223 or A SPN 310 or permission of instructor.

**A LCS 315 Film in Contemporary Latin America (3)**

Study of culture and society in Latin America as revealed through film. Emphasis on the use of film, especially in the "new cinema" movements, as an instrument for social and political change. History and current trends of cinema in selected countries. Prerequisite(s): junior or senior standing, or permission of instructor.

**A LCS 316 (= A SPN 316)**

**Representative Spanish-American Authors (3)**

Survey of literary movements in Spanish America from independence to World War II. Only one version of A LCS 316 may be taken for credit. Prerequisite(s): A SPN 223 or A SPN 310 or permission of instructor. May not be offered in 2018-2019.

**A LCS 317 (= A SPN 317) Latin American Civilization (3)**

Study of Spanish-American cultures and institutions from the beginnings of the 20<sup>th</sup> century.

Only one version of A LCS 317 may be taken for credit. Prerequisite(s): A SPN 223 or A SPN 310 or permission of instructor.

**A LCS 318 (= A POR 318) Introduction to Brazilian Cinema (3)**

Survey of Brazilian cinema, emphasizing the social and cultural dimensions of selected major films, including some which represent the "new cinema" movement. Course includes viewings, discussions, readings, and written work. Only one version of A LCS 318 may be taken for credit. Prerequisite(s): junior or senior standing, or permission of instructor.

**A LCS 319 (= A SPN 320) 20<sup>th</sup> Century Spanish-American Literature (3)**

A study of selected works of Spanish-American literature from World War II to the present. Works studied will deal with topics of special interest such as the continuing debate with regard to civilization and barbarism, dictatorship and revolution, social justice, and the search for identity. Only one version of A LCS 319 may be taken for credit. Prerequisite(s): A SPN 223 or A SPN 310 or permission of instructor. May not be offered in 2018-2019.

**A LCS 321Y (= A EAS 321Y & A GOG 321Y) Exploring the Multicultural City (3)**

This course will explore the human dimensions and implications of ethnic diversity in the United States, focusing on New York City. The course utilizes a variety of methods to introduce students to the multicultural city, beginning in the classroom but ending with fieldwork in a specific New York neighborhood. Only one version of A LCS 321Y may be taken for credit. Prerequisite(s): one of A GOG 102, 125, 160, 220, or 240.

**A LCS 326 (= A SPN 326) Spanish-American Poetry and Theatre (3)**

Representative Spanish-American plays and selected works in Spanish-American poetry, with emphasis on specific characteristics of the genres. Only one version of A LCS 326 may be taken for credit. Prerequisite(s): A SPN 223 or A SPN 310 or permission of instructor.

**A LCS 329 Special Topics in Puerto Rican Studies (3)**

Intensive interdisciplinary examination of a specific aspect on contemporary Puerto Rican Studies. The topic varies from term to term and is indicated every term by the subtitle: e.g. 19<sup>th</sup> century Agrarian Society or the Political Status Debate or the Migrant Experience. May be repeated for up to 6 credits under different subtitles. Departmental permission required for more than 6 credits. Prerequisite(s): junior or senior standing, or permission of instructor.

**A LCS 330 Special Topics in Latin American and Caribbean Studies (3)**

The specific topic will be selected by the instructor and will vary from semester to semester as indicated by course subtitle. May be repeated for up to 12 credits under different subtitles.

**A LCS 331 Special Topics in Latino Studies (3)**

The specific topic will be selected by the instructor and will vary from semester to semester as indicated by course subtitle. May be repeated for up to six credits under different subtitles.

**A LCS 340 Participatory Democracy in Latin America and Beyond (3)**

Democracy is one of the most contested ideas of the modern world. In its original usage democracy referred to self-government or rule by the people. Modern democracy, as practiced in the United States and much of the world, has become increasingly dissociated from this idea. Instead of ordinary people directly participating in political decision-making, democracy is now commonly associated with elections and rule by political representatives. Alternative forms of democracy nonetheless continue to proliferate, in large part due to popular frustration with the limitations of representative democracy. This is particularly true of Latin America, where numerous participatory experiments, in which an attempt is made to align democratic practices more closely with the original ideal of democracy as self-government, have emerged over the last several decades. This course focuses on participatory democracy in Latin America, asking why participatory democracy emerges, how it works, whether and how it has allowed “the people” to govern itself, and what debates it has sparked in the region and beyond.

**A LCS 341/341Z (= A ANT 341/341Z) Ethnology of Mesoamerica (3)**

Survey of the cultures and history of the native peoples of Mexico and Central America. Beginning with the documents created by and about the native peoples around the time of the Spanish invasion, the course follows the experiences of these societies through the colonial period and up to the present. Only one version of A LCS 341 may be taken for credit. Prerequisite(s): A ANT 100 or 108.

**A LCS 348 Social Change in Latin America (3)**

Changing class structure, ethnic composition, and culture of contemporary Latin American nations.

**A LCS 349 (= R POS 349) Urban Politics in Latin America (3)**

This course examines from a theoretical and historical perspective the context and character of politics and political participation in major Latin American urban cities.

**A LCS 354 (= A GOG 354) Environment & Development (3)**

A survey of international development issues, focusing on the impact of economic growth, population growth, and increased consumption of natural resources on global and local environments. This course focuses primarily on the poorer countries of the world, and particularly on tropical environments. It discusses issues of deforestation, desertification, and increased vulnerability to man-made and natural hazards. Prerequisite(s): A GOG 101 or 102, or permission of instructor.

**A LCS 357 (= R POS 357) Latin American & Caribbean Politics (3)**

The course will examine the current process and societies in the hemisphere. Emphasis will be on Latin America and the Caribbean with implications of globalization for all workers and societies of the Americas. Prerequisite(s): A LCS 100 or permission of instructor.

**A LCS 359 Globalization in the Americas (3)**

The aim of this course is to sharpen every student's ability to evaluate the impact of “globalization” on the societies of the Americas. It relies on concepts from political economy, while mainstreams (or “neoclassical”) economics narrowly focuses on prices and markets (supply and demand), political economy examines the broad processes through which power relations existing in society (and conflicts over them) shape economic outcomes. It uses concepts from political economy to examine two specific groups — wage-workers and indigenous peoples — and provides in-depth case studies for examining the multi-dimensional impact of globalization on their livelihoods.

**A LCS 360 Political Economy of the Caribbean (3)**

An intensive evaluation of political and economic forces as they have shaped the Caribbean region during the 20<sup>th</sup> century to the present, particularly the period since World War II. Special attention given to social conflicts and political movements, population growth and migration, urbanization, problems of industry and agriculture, economic planning, education, and superpower confrontations. Prerequisite(s): junior or senior standing, or permission of instructor.

**A LCS 361 (= A ECO 361) Development of the Latin American Economy (3)**

Economic change in Latin American societies. Comparative study of the growth of various Latin American countries emphasizing the variables associated with development: population, technology, capital formation, output, resources, and income distribution. Only one version of A LCS 361 may be taken for credit. Prerequisite(s): A ECO 110 and 111.

**A LCS 369 (= A HIS 369/369Z) Central America and the Caribbean (3)**

The circum-Caribbean lands and islands in the 19<sup>th</sup> and 20<sup>th</sup> centuries; independence; independent nations and colonies; foreign intrusions and interventions; social and economic change; revolutions; comparative Caribbean studies. Only one version of A LCS 369 may be taken for credit. Prerequisite(s): junior or senior standing, or 3 credits in history.

**A LCS 371/371Z (= A HIS 371/371Z) South America Since 1810 (3)**

The political, economic, social, and cultural evolution of the South American nations from the winning of independence to the present, with emphasis on Argentina, Brazil, and Chile. Among topics studied will be dictatorship, democratic government, economic change, modern revolution, and social trends. Only one version of A LCS 371 may be taken for credit.

Prerequisite(s): junior or senior standing, or 3 credits in history.

**A LCS 373/373Z (= A HIS 373/373Z) History of Modern Mexico (3–4)**

An in-depth survey of Mexico since Independence, this course emphasizes agrarian change and peasant rebellion; foreign intervention and U.S.-Mexican relations; indigenous and mestizo identities; gender and culture; political stability and economic development; authoritarianism, democratization, and globalization; and Latinos in the U.S. Writing intensive sections: Only one version of A LCS 373 may be taken for credit. Prerequisite(s): 3 credits of A HIS or A LCS course work, or junior or senior standing.

**A LCS 374 International Migration and Transnationalism (3)**

This course discusses basic concepts and theories related to the study of migration and transnationalism. It discusses, among others issues, the following: Why do people move internationally following certain patterns? Why and how do they develop transnational relations? How do migration and transnationalism relate to economic, cultural, political and social processes, and social agency? How do they relate to some gender, class, and ethnic factors? What are some of the global, regional, national, and individual implications of migration and transnationalism? What are the implications for households and enterprises? May not be offered in 2018-2019.

**A LCS 375 (= R POS 324) Latino Politics in the United States (3)**

This course reviews Mexican, Puerto Rican, and Cuban participation, perspectives and issues on American politics. Each Latino sub-group will be analyzed and comparisons will be made between Latino sub-groups and between Latinos and other groups. The following questions will be examined: What is the context of Latino politics? What characterizes Latino political behavior? What is the place of Latinos in the U.S. political system? What are the political perspectives and values? What issues form the basis of their political mobilization and incorporation? What are their political prospects? We will be concerned with relevant historical, interpretive, and theoretical issues raised by the Latino political experience, with an emphasis on electoral representation, issues of gender, race and ethnicity, education, affirmative action, and radical politics. Only one version of A LCS 375 may be taken for credit.

**A LCS 402 Latinos and Health Issues (3)**

This course provides an overview of a broad range of issues related to the health status of Latinos in the United States such as the influence of culture, class, and gender on health care, access to health services, patterns of chronic disease, mental health concerns, family and child health. Prerequisite(s): junior or senior standing, or permission of instructor.

**A LCS 403 Special Topics in Latin American Studies (3)**

The specific topic will be selected by the instructor and will vary from semester to semester as indicated by course subtitle. May be repeated

for up to 6 credits under different subtitles. Prerequisite(s): junior or senior standing, or permission of instructor.

**A LCS 405 Special Topics in Caribbean Studies (3)**

An intensive examination of social, economic, political, and cultural issues which affect contemporary Caribbean life and society. Prerequisite(s): junior or senior standing, or permission of instructor.

**A LCS 408 Latinos and American Political Change (3)**

This course examines the impact of changes in the U.S. political institutions on Latino participation and inclusion in the policy process. Particular emphasis will be placed on studying Latino political engagement through collective action and mobilization outside the established political party system. May not be offered in 2018-2019.

**A LCS 410 Tourism, Culture, and Identities (3)**

An in-depth interdisciplinary examination of tourism in relation to culture and its impact on the identities of both hosts and guests. Some of the questions to be explored include the role of tourism in the formation of regional, national, and transnational identities, how tourism reflects global inequities, and the impact it has on local Latin American communities. This course is open only to juniors and seniors. Prerequisite(s): A LCS 300, second- semester junior or senior LACS majors and minors, and permission of instructor.

**A LCS 411 Seminar on Latin America (3)**

As the world's borders become ever more permeable to the influxes of capital, media, and technology, identity boundaries seem to become increasingly sealed. Despite the phenomena of global impact that have emphasized the commonality of our fragile human condition (e.g. global warming, financial meltdowns, food crises, etc.), identity markers are constantly brought to the fore as reminders of our dissimilarities. Place of birth, language proficiency, attachment to the land, conformity to gender expectations, and even elements that lie on the surface of the body such as skin tone and hair texture have all been used to demarcate who can or cannot belong to identity groups. The main purpose of this course is to understand that are cultural identities, why and how they come about, and what their political consequences are. More specifically, it will discuss contemporary Latin American identities. It will analyze crucial aspects of identity construction, such as sameness, difference, belonging, boundaries, contrasts, and oppositions; the meanings of space and place and the significance of roots for the construction of identities; the importance of diaspora and the challenge it poses to nationalist attachments; the essentialist reactions to the supposed threats to identity exemplified by the rise of anti-immigrant racism and western fundamentalisms; and the centrality of language, media and consumption for the contemporary construction of identities. Adopting theories of identities produced in the fields of anthropology, cultural studies

and postcolonial studies, and employing the poststructuralist concepts of subjectivity, positionality, agency, discourse, and representation, the course will prepare students to analyze the construction of identities related to "race," ethnicity, gender, class, nation, and immigration in a context of increasing globalization. Considering that theory should not be understood as "the truth" but a site of contested knowledge, the bibliography will encompass a variety of approaches to, and case studies of identities. Prerequisite(s): A LCS 300, second- semester junior or senior LACS majors and minors, and permission of instructor.

**A LCS 412 Seminar on the Caribbean (3)**

Analysis of the colonial establishment of European power and ascendancy in the Caribbean and Latin America, and the numerous and varied forms of resistance to colonialism in the hemisphere. Employing critical strategies associated with the field of post-colonial studies, the course revolves around literature (novels) that provide us with fertile ground for a cultural critique or power and resistance. These novels will be read against the background of the hemisphere's history and cultural legacy of colonialism and anti-colonial resistance in an attempt to better understand the cultural modalities of power and resistance in the Caribbean and Latin America. Prerequisite(s): A LCS 300, second- semester junior or senior LACS majors and minors, and permission of instructor.

**A LCS 413 Seminar on U.S. Latino Studies (3)**

This course is designed to provide students with a thorough understanding of dominant approaches to the study of Latinos in the United States. Scholars have employed a variety of theoretical constructs and methodological approaches to explore a wide range of issues of particular significance for Latinos and Latinas. Latino social science research broadly falls into a set of readily defined categories, but shares a distinctive concern with reinterpreting standard narratives that reinforce structures of white privilege. Much of Latino-directed research aims to develop alternative conceptualizations and interpretations of the Latino experience in order to enhance the capacity of Latinos to purposefully engage U.S. society. Prerequisite(s): A LCS 300, second- semester junior or senior LACS majors and minors, and permission of instructor.

**A LCS 414 (= A SPN 414) Literature of the Hispanic Caribbean (3)**

Study of selected major writers of Cuba, the Dominican Republic, and Puerto Rico of the 19<sup>th</sup> and 20<sup>th</sup> centuries. Special consideration of literature as a reflection of situations and problems peculiar to the Hispanic Caribbean. Conducted in Spanish. Only one version of A LCS 414 may be taken for credit. Prerequisite(s): two courses between A SPN 310-350 (excluding A SPN 333) or permission of instructor.

**A LCS 415 Los Latinos en EE.UU.: Historia, Cultura, y Literatura (3)**

A study of the historical, cultural, and socio-economic development of U.S. Latino groups.

Emphasis on the experiences of Puerto Ricans, Cubans, Dominicans, and Mexicans. Particular attention will be given to how gender, race, ethnicity, and class shape the U.S. Latino experience. Prerequisite(s): knowledge of Spanish at the 300 level or above is required. May not be offered 2018-2019.

**A LCS 430Z (=A WSS 430Z) Environmental Justice: Racism, Classism, Sexism (3)**

In Environmental Justice: Racism, Classism, and Sexism, we will explore how racism, classism, and sexism impact current environmental "events," including environmental policy-making, public health outcomes, and the rhetoric and politics of environmentalism. Surveying the development of environmental awareness among the public philosophies behind such awarenesses, and resulting shifts in policy, we will focus on the growth of the environmental justice movement, and will consider how various groups have addressed environmental degradation and injustice. Also under consideration will be a set of related issues: how globalization has impacted these events, the feminist critique of science and its impact, relationships between grass-roots activism (for example, native American activists and other Environmental Justice groups) and between these groups and more scholarly approaches, and contributions by artists, labor-rights groups, religious leaders, animal rights activists, and deep ecologists. Prerequisite(s): Students, at whatever level, are welcome. The requirements will differ for graduate and undergraduate students. For example, graduate students will be reading more theoretical articles, and will be responsible for explaining these to the undergraduate students. In addition, graduate students will be required to submit a final research paper that is much longer (12-20 pages) than that required for undergraduate students. May not be offered in 2018-2019.

**A LCS 449 (=A SPN 450) African Diaspora in Latin America (3)**

This course provides students with an interdisciplinary approach to the study of the global, cultural, and historical experiences of all peoples of African descent in the Latin American and Caribbean including communities of Black presences from the period of the transatlantic slave trade and their descendants, and from recent migration movements. The course places a strong emphasis on Afro-Latin American cultural expressions through discussions of current day social and political issues. By examining the work of Afro-Latin American writers and artists, the course emphasizes their contributions to the political development of his own country while promoting social change and debating hegemonic discourse of national and continental identity. This course also offers to students the opportunity to discuss the impact of discursive racial constructions to the everyday practices in Latin America. This course is taught in Spanish. Prerequisite(s): two A SPN courses between 310-350 (excluding 333) or permission of instructor. May not be offered in 2018-2019.

**A LCS 450 Legislative Internship (3–6)**

Internships involving off-campus participation in the NYS Legislature, with collateral academic study. Contingent on the approval of a faculty member of the Department of Latin American and Caribbean Studies willing to supervise the study and evaluate on-site reports of the student's progress. Students must apply two weeks prior to the start of the academic term, and are subject to an interview and selection process. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. Prerequisite(s): Open to students of any major. Bilingual and multicultural skills will prove particularly useful since students will be working with legislative members of the NYS Assembly Puerto Rican/Hispanic Task Force. *S/U* graded. May not be offered in 2018–2019.

**A LCS 451 (= A HIS 451 & A WSS 451) Gender & Class in Latin American Development (3)**

The study of the historical interplay of cultural, ideological, and structural factors affecting women's lives during the course of Latin America's experience with modernization and industrialization during the 19<sup>th</sup> and 20<sup>th</sup> centuries. Topics covered may include: household work, paid work, migration, growth of female-headed households, women's political participation, and women's participation in social movements. Only one version of A LCS 451 may be taken for credit. Prerequisite(s): any course in LACS and/or Women's Studies and/or History. May not be offered in 2018–2019.

**A LCS 465 (= R POS 447) Latino/as and Inequality in America (3)**

This course is about the political engagement of Latinas and Latinos and the political and economic forces that historically have impeded their full incorporation in U.S. society. Only one version of A LCS 465 may be taken for credit. Prerequisite(s): open to seniors and graduate students.

**A LCS 472 (= A ANT 472) Social Movements in Latin America (3)**

This class takes an anthropological perspective to discuss contemporary Latin American social movements. It considers why the intensification of social movements throughout the region may follow some traditional forms of resistance and mobilization, but also why it is a response to neoliberal globalization. These new movements seek to define a novel relation to the political realm. Unlike traditional guerrilla movements or electoral expressions of the left, they are not fundamentally organized to seize state power. Yet they have contributed to destabilizing, even, ousting governments. Social movement formation and resistance to neoliberalism are explored. Social movements, such as the indigenous mobilizations in Ecuador, mobilizations against water privatizations and gas pipeline investments in Bolivia, the Zapatista movement in Mexico, landless rural workers in Brazil, Afro-Colombians resisting investors, and the urban worker strikes in Argentina, are covered. Only one version may be taken for credit. Prerequisite(s): one course in anthropology, sociology, political science or geography.

**A LCS 475 Caribbean Migration (3)**

The focus of the course is post-World War II migration between the Caribbean and the United States — in particular migration from Cuba, the West Indies, the Dominican Republic, and Puerto Rico. The material is interdisciplinary in nature, though highlighting approaches from the fields of economics, sociology, political science, and history. The major topics include: (1) Migration theory; (2) U.S. migration policy — its impact on receiving and sending populations; (3) a socio-historical background to post-war Caribbean Migration; and (4) specific migrations from Cuba, the West Indies, the Dominican Republic, and Puerto Rico. Prerequisite(s): junior or senior standing, or permission of instructor.

**A LCS 491 (= A ANT 481) Research Projects (3–6)**

Introduction to basic research skills required to answer questions on human behavior, with special emphasis on cross-cultural interaction. Specific research projects provide students with the basic research methods, including data collection, processing, and analysis. Only one version of A LCS 491 may be taken for credit. Prerequisite(s): junior or senior standing, or permission of instructor.

**A LCS 497 Independent Study (3–6)**

Independent study in an area of special interest to the student under the supervision of the sponsoring faculty member. May be repeated for up to 6 credits. Prerequisite(s): permission of instructor and Department Chair.

## Program in Linguistics and Cognitive Science

### Faculty

*Distinguished Service Professor Emeritus*

Ernest A. Scatton, Ph.D.  
Harvard University

*Professors Emeriti*

Francine W. Frank, Ph.D. (Collins Fellow)  
University of Illinois

Robert Meyers, Ph.D.  
State University of New York at Buffalo

Robert Sanders, Ph.D.

University of Iowa

Silke Van Ness, Ph.D.

University at Albany

Rose-Marie Weber, Ph.D.

Cornell University

*Distinguished Professor*

Frank Vellutino, Ph.D.

Catholic University of America

*Professors*

Jeanette Altarriba, Ph.D. (Collins Fellow)

Vanderbilt University

Brad Armour-Garb, Ph.D.

City University of New York

Lee Bickmore, Ph.D.

University of California, Los Angeles

James Collins, Ph.D.

University of California, Berkeley

Laurie Feldman, Ph.D.

University of Connecticut

John Justeson, Ph.D.

Stanford University

Istvan Kecskes, Ph.D.

Kossuth University, Hungary

Carla Meskill, Ph.D.

Boston University

James Neely, Ph.D.

Yale University

Lotfi Sayahi, Ph.D.

Universidad Complutense Madrid

W. Trammell Neill, Ph.D.

University of Oregon

*Associate Professors*

George Berg, Ph.D.

Northwestern University

Andrew Byon, Ph.D.

University of Hawaii

Cynthia Fox, Ph.D.

Indiana University

Ronald A. McClamrock, Ph.D.

Massachusetts Institute of Technology

Maurice Westmoreland, Ph.D.

University of Illinois

*Assistant Professor Emeritus*

George Hastings, Ph.D.

University of Pennsylvania

*Assistant Professors*

Lauren E. Clemens, Ph.D.

Harvard University

Megan Solon, Ph.D.

Indiana University

The linguistics major is designed to provide students with a basic understanding of the nature of human language and the principles and methods of contemporary linguistic theories. The major offers a liberal education that combines the approaches of the humanities, the social sciences and the sciences. It also provides appropriate preparation for those interested in pursuing graduate work in linguistics or related disciplines. The Program in Linguistics and Cognitive Science and the Department of Educational Theory and Practice offer a combined B.A./M.S. program leading to a bachelor's degree in linguistics and a master's in teaching English to speakers of other languages.

### Careers

Linguistics majors compete favorably with those from other humanities and social science disciplines for entry-level positions in public relations, commerce, publishing and other fields requiring analytical, communication and research skills. Career opportunities for graduates also include computer



programming, computer software development, editing, technical writing and dictionary-making.

Students planning to undertake professional study in such fields as law, public administration, public policy, speech pathology and education (including TESOL) will find that course work in linguistics provides valuable preparation in analytical skills as well as an understanding of the social implications of language and attitudes toward language. For suggested sequences of courses appropriate to specific areas of advanced study or careers, consult the undergraduate adviser.

### Special Programs or Opportunities

The possibility of studying a foreign language not regularly taught at the University is provided by A LIN 289, Directed Study in Foreign Languages. This course is open to any undergraduate student in the University. For current offerings, consult the undergraduate adviser.

The program also sponsors minors in Linguistics and Cognitive Science (See Approved Minors section of this bulletin for details).

### Degree Requirements for the Major in Linguistics

**General Program B.A.:** 36 credits in the major field of study, including: A LIN 220, 321, 322, 421 or 422, 429; one year of a foreign language (or A LIN 423, Linguistic Structures)\*, as advised; additional credits, as advised, including a minimum of 3 credits at the 300 level or above; these are to be chosen from courses offered by the Program in Linguistics and Cognitive Science and from approved courses in other departments.

*\*This language should be of radically different structure from the foreign language chosen for the language proficiency requirement (see below). Non-Indo-European languages are usually advised. Credits earned in A LIN 289 may be counted toward the 36 credit requirement only if used to fulfill this one year language requirement.*

### Other Degree Requirements

**Language Requirement:** Majors are required to demonstrate competence in a foreign language equivalent to two years of study of skill courses in a foreign language at the college level. This requirement may

be satisfied by course work or the passing of the appropriate examination. Credits earned for the proficiency requirement are additional to the 36 credit requirement described above.

Courses in other departments approved for the linguistics major. (Some of these courses may have prerequisites within the departments offering them.) Consult the undergraduate advisor of the Linguistics and Cognitive Science Program for modifications in this list:

A ANT 424; A CLC 125; A COM 373, 465; I CSI 101, 201, 310; A ENG 311; A FRE 306, 406, 450; A PHI 210, 301\*, 332, 415, 432; A POR 402; A PSY 301\*, 365, 381; A SPN 401, 402, 405; one of the following: A MAT 108, A PSY 210, or A SOC 221.

*\*Only one of A LIN 301, A PHI 301, and A PSY 301 can be taken for credit.*

### Honors Program

Students who have completed 12 or more credits of A LIN courses may apply to the program by letter to the director of the Program in Linguistics and Cognitive Science. The requirements are as follows:

1. The major GPA must be at least 3.50, and the overall GPA must be at least 3.25.
2. Students are required to take 39 credits. In addition to satisfying all the linguistics major requirements, the 39 credits must include 12 credits of 400 level A LIN courses. Of these 12 credits, seven must come from A LIN 429, Field Methods in Anthropological Linguistics (4 credits) and A LIN 423, Language Structures (3 credits), which constitute a seven credit sequence involving original research projects. Three credits must come from A LIN 495 Honors Thesis (described below). The remaining credits can come from any 400 level A LIN course.
3. Students must take A LIN 495 Honors Thesis in which they write a major research paper. The paper can be based on new research or can be a major revision of a paper written for a previous A LIN class or independent study. This course should be taken during the final semester of the student's senior year, under the supervision of an appropriate member of the A LIN faculty. All students in A LIN 495 will make an oral presentation of their research before submitting the final written version.

### Combined B.A./M.S. Program

The combined B.A./M.S. program in linguistics and teaching English to speakers of other languages provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of undergraduate and master's degree programs from the beginning of their junior year. A carefully designed program can permit a student to earn the B.A. and M.S. degrees within nine semesters.

The combined program requires a minimum of 143 credits, of which at least 35 must be graduate credits. In qualifying for the B.A., students must meet all University and college requirements, including the requirements of the undergraduate major described previously, the minor requirement, the minimum 90 credit liberal arts and sciences requirement, general education requirements and residency requirements. In qualifying for the M.S., students must meet all University and college requirements as outlined in the Graduate Bulletin including completion of a minimum of 35 graduate credits and any other conditions such as a research seminar, thesis, comprehensive examination, professional experience and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.S. programs.

Students may apply for admission to the combined degree program at the beginning of their junior year or after the successful completion of 56 credits. A cumulative grade point average of 3.20 or higher and three supportive letters of recommendation from faculty are required for consideration. Students will be admitted to the combined program upon the recommendation of faculties of the Program in Linguistics and Cognitive Science and the Department of Educational Theory and Practice set up to administer the combined degree program.

### Courses in Linguistics and Cognitive Science

#### A LIN 100 Understanding Language (3)

General introduction to all aspects of the nature and use of language. Language acquisition, language loss, language change, language in society. Films and television documentaries augmented by readings and written exercises.

#### A LIN 111 Elementary American Sign Language I (4)

The course is designed for beginners in the study of American Sign Language. Course

introduces students to the processes and structure of the language and provides the basic skills necessary to use the language. Students' expressive (signing) and receptive (comprehension) skills are enhanced by an understanding of ASL grammar, the history of ASL and the Deaf Community in the United States, and of Deaf Culture. This class will be taught primarily in ASL. Does not count toward the 36 credit requirement for the major. May not be taken for credit by students who have taken three years of high school ASL.

**A LIN 200 (= A ENG 200) Structure of English Words (3)**

Introduction to the structure of English words, including the most common Greek and Latin base forms, and the way in which related words are derived. Students may expect to achieve a significant enrichment in their own vocabulary, while learning about the etymology, semantic change and rules of English word formation.

**A LIN 216 (= A ENG 216) Traditional Grammar and Usage (3)**

Thorough coverage of traditional grammar and usage with an introduction to the principles of structural and transformational grammar. Brief exploration into recent advances in linguistic thought. Practice in stylistic analysis using such grammatical elements as syntax, voice, subordination and sentence structure.

**A LIN 220 (= A ANT 220 & A ENG 217) Introduction to Linguistics (3)**

Introduction to the study of language, including examination of the characteristics and structural principles of natural language. After exploring the basic characteristics of sound, word formation and sentence structure, these principles are applied to such topics as: language variation, language change, psycholinguistics, pragmatics, and animal communication. Only one version of A LIN 220 may be taken for credit.

**A LIN 289 Directed Study in Foreign Language (3-4)**

Study of a foreign language not regularly taught at the University; independent work with the guidance of a faculty member using recordings and other material; meetings with native speakers when possible. A limited number of languages may be offered in any one year. May be repeated for a different language or for more advanced study in the same language. Does not count toward the 36 credit requirement for the major. Prerequisite(s): permission of undergraduate advisor.

**A LIN 301 (= A PHI 301 & A PSY 301) Introduction to Cognitive Science (3)**

Cognitive science investigates the nature of the human mind and cuts across several disciplines (e.g., psychology, computer science, philosophy, linguistics). This course examines the approaches these disciplines use to promote our understanding of various mental phenomena (e.g., perceiving, reasoning, production and comprehension of language, memory.) Only one version of A LIN 301 may be taken for credit. May not be offered in 2018-2019.

**A LIN 321 (= A ANT 321) Introduction to Syntax (3)**

The human ability to produce and understand an infinite number of different sentences is one of the most remarkable capabilities we have. The study of the structure of sentences is called syntax, and this course is an introduction to syntactic theory. The particular approach we will be pursuing is called generative grammar, the approach to syntax pioneered by linguists such as Noam Chomsky. Chomsky argues that all humans are born with an unconscious knowledge of Universal Grammar, the basis on which the grammars of all languages are built. Through a detailed examination of English sentence structure, we will investigate the connections between English syntax and Universal Grammar. Only one version of A LIN 321 may be taken for credit. Prerequisite(s): A LIN 220 or permission of instructor.

**A LIN 322 (= A ANT 322) Introduction to Phonology (3)**

Introduction to the description and analysis of human speech sounds and their organization. Introduction to articulatory phonetics and the International Phonetic Alphabet followed by examination and generative phonological analysis of data from English and a wide range of other languages. Only one version of A LIN 322 may be taken for credit. Prerequisite(s): A LIN 220 or permission of instructor.

**A LIN 325 (= A ANT 325) Sociolinguistics (3)**

Introduction to the study of language as a social phenomenon. Includes basic sociolinguistic concepts, interactional sociolinguistics, social dialects, black English, diglossia, bilingualism and bilingual education. Only one version of A LIN 325 may be taken for credit. Prerequisite(s): A LIN 220 or permission of instructor.

**A LIN 326Z Writing, Reading, and Language (3)**

This course will explore patterns of language in effective writing and draw on linguistic approaches — such as corpus grammars, systemic functional linguistics, and cognitive linguistics — that seem useful in reading, writing, teaching, and editing. We will look at traditional grammar and weigh its strengths and weaknesses. We will consider what knowledge about language is most helpful in mastering writing conventions, in understanding effective rhetorical choice, in critical reading, and in meeting the demands of technical texts and academic registers. We will look closely at the relationship between language and genre. In writing projects, students will explore their own language worlds and literacy goals, write reflectively about issues that come up in class, and have an opportunity, in a larger research project, to follow their own interests.

**A LIN 421Z (= A ANT 421Z) Advanced Syntax (3)**

This course continues the investigation of the relationship between the grammars of particular languages and Universal Grammar. We will examine the syntax of several languages from around the world asking ourselves the following questions: a.) How do the principles that organize the grammars of other languages around the world compare to English?

b.) What grammatical properties are true for all languages? We will discuss the answers to these questions in the light of generative grammar. Only one version of A LIN 421Z may be taken for credit. The former A LIN 421 & A ANT 421 do not yield writing intensive credit. Prerequisite(s): A LIN 321 with grade of C or higher.

**A LIN 422 (= A ANT 422) Advanced Phonology (3)**

Advanced studies in generative phonological theory, with a focus on the analysis of prosodic phenomena such as stress, tone, and accent. Discussion of recent theoretical trends in phonology. Only one version of A LIN 422 may be taken for credit. Prerequisite(s): A LIN 322 with grade of C or higher.

**A LIN 423Y (= A ANT 423Y) Linguistic Structures (3)**

Investigation of the structure of a selected language, language family, or language area; may be repeated for credit when content varies. Prerequisite(s): A LIN 321 or 322 or permission of instructor.

**A LIN 425 (= A ANT 425) Comparative and Historical Linguistics (3)**

Language development and change. Language classification, linguistic reconstruction. Prerequisite(s): A LIN 322.

**A LIN 429 Field Methods in Anthropological Linguistics (4)**

An introduction to the techniques of collecting and analyzing primary linguistic data from native speakers, taught through intensive examination of a selected language; may be repeated for credit with change in language. Prerequisite(s): A LIN 321 or 322 or permission of instructor.

**A LIN 495 Honors Thesis (3)**

Students in the honors program should enroll in A LIN 495 during one semester of their senior year. Students will write a major paper under the supervision of a faculty member in the Program in Linguistics and Cognitive Science, and deliver an oral presentation of their research. Prerequisite(s): admission to the honors program in Linguistics.

**A LIN 497 Independent Study in Linguistics (1-6)**

Independent reading or research on a selected topic in linguistics, under the direction of a faculty member. Normally taken for 3 credits, but if the nature of the project warrants it, as many as 6 credits may be earned in one term; may be taken a second time, with approval, for a maximum total of 12 credits. Prerequisite(s): a 300 level course from the list of courses approved for the linguistics major; permission of instructor and director of linguistics program.

**A LIN 499 Seminar on Topics in Linguistics (3)**

Seminar on selected topics in linguistic theory and methodology, chosen on the basis of current interest; may be repeated for credit when content varies. Prerequisite(s): varies with topic, usually a 300 level linguistics course; permission of instructor.

## Department of Mathematics and Statistics

### Faculty

#### *Distinguished Professor Emeritus*

Charles A. Micchelli, Ph.D.  
Stanford University

#### *Distinguished Service Professor Emeritus*

Timothy L. Lance, Ph.D.  
Princeton University

#### *Professors Emeriti*

Louis Brickman, Ph.D.  
University of Pennsylvania  
Lindsay N. Childs, Ph.D. (Collins Fellow)  
Cornell University  
Nathaniel A. Friedman, Ph.D.  
Brown University  
Richard Z. Goldstein, Ph.D.  
(O'Leary Fellow)  
University of Pennsylvania  
Benton N. Jamison, Ph.D.  
University of California, Berkeley  
Melvin L. Katz, Ph.D.  
University of California, Berkeley  
Violet H. Larney, Ph.D.  
University of Wisconsin  
Thomas H. MacGregor, Ph.D.  
University of Pennsylvania  
George E. Martin, Ph.D.  
University of Michigan  
Hajimu Ogawa, Ph.D.  
University of California, Berkeley  
Richard O'Neil, Ph.D.  
University of Chicago  
R. Michael Range, Ph.D.  
University of California, Los Angeles  
Edward C. Turner, Ph.D.  
University of California, Los Angeles  
Donald R. Wilken, Ph.D.  
Tulane University

#### *Professors*

Martin V. Hildebrand, Ph.D.  
Harvard University  
Cristian Lenart, Ph.D.  
University of Cambridge  
Michael I. Stessin, Ph.D.  
(Department Chair)  
Moscow State University  
Rongwei Yang, Ph.D.  
State University of New York  
at Stony Brook  
Kehe Zhu, Ph.D.  
State University of New York at Buffalo

#### *Associate Professors Emeriti*

Guy D. Allaud, Ph.D.  
University of Wisconsin  
Herbert I. Brown, Ph.D.  
Rutgers University  
William F. Hammond, Ph.D.  
Johns Hopkins University  
Lloyd L. Lininger, Ph.D.  
University of Iowa

Ricardo Nirenberg, Ph.D.  
New York University

#### *Associate Professors*

Ivana Alexandrova, Ph.D.  
University of California, Berkeley  
Boris Goldfarb, Ph.D.  
Cornell University  
Antun Milas, Ph.D.  
Rutgers University  
Steven Plotnick, Ph.D.  
University of Michigan  
Karin B. Reinhold-Larsson, Ph.D.  
Ohio State University  
Carlos C. Rodriguez, Ph.D.  
Columbia University  
Malcolm J. Sherman, Ph.D.  
University of California, Berkeley  
Anupam Srivastav, Ph.D.  
University of Illinois,  
Urbana-Champaign  
Mark Steinberger, Ph.D.  
University of Chicago  
Alexandre Tchernev, Ph.D.  
Purdue University  
Marco Varisco, Ph.D.  
University of Munster  
Yiming Ying, Ph.D.  
Zhejiang University

#### *Assistant Professors*

Marius Beceanu, Ph.D.  
University of Chicago  
Justin M. Curry, Ph.D.  
University of Pennsylvania  
Yunlong Feng, Ph.D.  
University of Science and Technology  
of China  
Joshua Israelowitz, Ph.D.  
State University of New York at Buffalo  
Hyun-Kyoung Kwon, Ph.D.  
Brown University  
Michael Lesnick, Ph.D.  
Stanford University  
Matthew C. B. Zaremsky, Ph.D.  
University of Virginia  
Changlong Zhong, Ph.D.  
University of Southern California

*Adjuncts (estimated): 7*

*Teaching Assistants (estimated): 30*

The Mathematics Department provides a broad offering of courses from which a student can make a selection designed to satisfy any of a large variety of objectives. In addition to including the standard courses in pure and applied mathematics, our course offerings are unusually strong in statistics and actuarial mathematics. The department offers two majors: the major in mathematics and the major in actuarial and mathematical sciences. A third major, the major in computer science and applied mathematics, is offered jointly with the computer science department.

## Careers

Careers in mathematics typically require study beyond the undergraduate level. Examples include careers in the insurance industry (as an actuary), in the pharmaceutical industry (as a statistician), in the financial industry (as an analyst) or in education (as a mathematics teacher or professor). However, a student with an undergraduate degree in mathematics has an excellent fundamental preparation for careers in many fields. Many areas of business require high-level quantitative and analytical problem-solving skills, and a major in mathematics exercises those skills at a high level. A degree with a major in mathematics signifies that the graduate is well prepared to handle the mathematical demands of positions in a wide range of fields. The Mathematical Association of America ([www.maa.org/careers](http://www.maa.org/careers)) has a number of resources on careers in or related to mathematics.

The Department has several options or concentrations that focus on particular career tracks. The Department offers a major in Actuarial and Mathematical Sciences for students interested in pursuing a career as an actuary. The undergraduate major includes coursework that constitutes substantial preparation for the four preliminary examinations set by the Society of Actuaries and the Casualty Actuary Society that are required for professional advancement in the field.

For a career as a statistician, a student can choose within the mathematics major a concentration in statistics and probability that, along with appropriate courses in analysis and algebra, is excellent preparation for a graduate degree in statistics or biostatistics.

A major in mathematics followed by a master's degree in education or in mathematics with appropriate courses in education provides the prerequisites for a career as a secondary school mathematics teacher. A mathematics major followed by graduate work at the doctoral level provides suitable preparation for a career as a college or university professor.

In addition to these career options, a major in mathematics and a major or minor in a social or natural science or business are good preparation for graduate work in quantitative or mathematical areas of the other (or a related) discipline. Some examples include economics, physics, atmospheric science, biology, marketing, geography and planning, engineering, cryptography, sociology, demography, management, nanotechnology, epidemiology, biophysics, education, and finance.

Mathematics majors have also gone on to law school and to medical school.

## Placement and Proficiency Credit

The University awards up to 8 credits and advanced placement in its sequences of calculus courses based on performance on the advanced placement calculus examinations administered by the College Board. Details concerning the decisions on credit and placement are available from the Admissions Office.

## Admission

Students may not declare a major in either mathematics or actuarial and mathematical sciences until they have completed at least one of A MAT 113, 119, 214, or 218 with a grade of C or above, or S. Transfer credits and grades may be used to satisfy the requirement.

## Mathematics Major

Students majoring in mathematics may choose to complete the requirements for either the B.A. or B.S. degree. With either degree option, a student may apply for admission to the honors program.

Since advanced courses in mathematics typically have long chains of prerequisites, students considering a major in mathematics or actuarial sciences are encouraged to visit the department office (ES 110) as early as possible for informal advice. Information is also available on the Mathematics Department's website <http://math.albany.edu/>.

To complete a mathematics major comfortably in four years, the calculus sequence, A MAT 299, and A MAT 220 or a suitable 300 level course (A MAT 326, 308 or 362) should be completed by the end of the sophomore year.

## Degree Requirements for the Major in Mathematics

**General Program B.A.:** The purpose of the B.A. program is to provide the student a broad view of mathematics and statistics. The B.A. degree requires a minimum of 37 credits including:

*Required 6 courses:* A MAT 111 or 112 or 118; 113 or 119; 214 or 218; 220 or 222; 299 and corequisite U UNL 299

*3 credit course numbered above 300 in each of four areas:*

- Algebra: A MAT 326, 327, 328, 424

- Analysis: A MAT 311, 312, 314, 409, 412, 413, 414
- Geometry/topology: A MAT 331, 342, 432, 441, 442
- Probability/statistics: A MAT 308, 362 or 367\*, 363, 370, 464, 467

*Electives:* 6 credits in Mathematics at the 200 level or above

*\*Only one of A MAT 362 and 367 may be applied toward any major or minor in mathematics or a minor in statistics.*

**General Program B.S.:** A minimum of 43 credits including:

*Required 6 courses:* A MAT 111 or 112 or 118; 113 or 119; 214 or 218; 220 or 222; 299 and corequisite U UNL 299

*Two of the following five sequence options:*

- Any two of A MAT 326, 327, and 328
- Either (a) both A MAT 314 and 315 or (b) any two of 312, 412, 413, 414
- Any two of A MAT 331, 342, 432, 441, 442
- Either (a) any two of A MAT 308, 362 or 367\*, 363, 369, 464, 465, 467, 468 or (b) A MAT 370 and one of A MAT 367, 369, 464, 465, 467, 468.
- A MAT 312 and A MAT 424 (A MAT 312 cannot be part of two sequence options.)

*\*Only one of A MAT 362 and 367 may be applied toward any major or minor in Mathematics or a minor in Statistics.*

With departmental approval, other 400 level or 500 level courses may be substituted for the courses listed above.

*Electives:* 6 credits in Mathematics at the 200 level or above

*Computer Science:* 6 credits from I CEN/I CSI 201, I CEN/I CSI 213, I CSI 101, 203, 204, 205

*A minor in:* Atmospheric Science, Biology, Business, Chemistry, Computer Science, Economics, Electronics, Informatics, or Physics.

**NOTE:** The Statistics minor is *not* open to students with a major in Mathematics.

## Career Tracks

With suitable advisement, students can design programs that will best meet their particular interests and career goals. To guide students in their planning, a number of options are presented here.

## 1. Secondary School Teaching

Students planning to become mathematics teachers at the secondary level in New York State normally need to obtain a master's degree in mathematics or education to attain a professional level of certification. For undergraduate preparation, students are urged to include the following courses in their programs:

- A MAT 312 (analysis), 326, 327, or 328 (algebra), 331 or 432 (geometry), 362 (probability), 308 or 363 (statistics), and 452 (history)
- Six credits of computer science or of one science
- One year of a language

Also recommended is E TAP 201 (Exploring Teaching as a Profession)

A grade point average of 3.0 or higher overall and in mathematics is normally required for admittance to master's programs. Seniors interested in pursuing a master's degree should contact advisers in the Pathways into Education (PIE) Center.

## 2. Graduate School Preparation

The department offers excellent opportunities for students who plan to go on to graduate work in mathematics and statistics as well as other areas such as computer science, the natural sciences, and the social and behavioral sciences. Students whose goal is to obtain a graduate degree in mathematics or statistics should try to include in their programs a core of advanced undergraduate courses chosen from at least three of the following four areas:

- *Algebra:* A MAT 327, 328, 424
- *Analysis:* A MAT 413, 414
- *Geometry/Topology:* A MAT 342, 441, 442
- *Probability/Statistics:* A MAT 467, 468

For additional advanced study, students have two choices. One option is to pursue an independent study project leading to an undergraduate thesis, either (preferably) within or (optionally) independent of the honors program. This option can provide an opportunity for the student to pursue research in mathematics. Students considering an undergraduate research/thesis should meet with the Director of Advisement or the Director of Undergraduate Studies during the junior year to begin planning this option.

Another option is to take graduate courses. Qualified undergraduate mathematics students may be admitted to the Department's 500 level graduate courses in algebra, real

analysis, complex analysis, topology, and other areas. (Students admitted to the combined bachelor's/master's program may take graduate courses for graduate credit — see below.)

### 3. Statistics

Statistics is a widely applied area of mathematics and the demand for statisticians is high. A concentration in statistics may begin with either of two sequences: A MAT 308, 362, or A MAT 362, 363. (The former sequence can be started after completion of Calculus II.) Either sequence can be followed by courses in applied statistics (A MAT 369, 465), applied probability (A MAT 464) and mathematical statistics (A MAT 467, 468). Students who plan to pursue the further study of statistics at the graduate level are advised to take A MAT 312 (Basic Analysis) and A MAT 424 (Advanced Linear Algebra). Statistics in practice usually involves heavy use of the computer, so students should include I CSI/I CEN 201 and additional computer science in their programs.

### 4. Applied Mathematics

Although it is common to classify mathematics as either “pure” or “applied,” the division is often arbitrary. In recent years some extremely abstract mathematics has turned out to be useful in areas outside mathematics. Students preparing for a career in applied mathematics area advised to acquire as strong a background as possible in the pure mathematical areas of analysis, algebra, and geometry/topology. On the other hand, students concentrating in pure mathematics should have some understanding of how to apply mathematical methods to other disciplines.

Here are some mathematical areas that are more commonly applied to problems in other fields, along with the corresponding courses in which methodology or applications are treated.

- *Applied algebra*: A MAT 326, 328, 372, 374
- *Applied analysis*: A MAT 311, 314, 315, 409, 412, 416
- *Numerical Methods*: A MAT 301, 313, 401
- *Probability/Statistics*: A MAT 308, 362, 363, 369, 464, 465

### Honors Program

The honors program is designed for the talented and committed student of mathematics in either the B.A. or the B.S. major. Successful completion of the program is

excellent preparation for graduate work in mathematics or a mathematics-related discipline.

At the lower division level, the Department offers Honors Calculus II (A MAT 119), III (A MAT 218), and Honors Linear Algebra, A MAT 222. A strong student may begin in whichever of these courses is appropriate based on the student's previous coursework in calculus.

A student may be admitted formally to the Department's honors program at any time after the sophomore year, and then will be formally advised by the Director of the Honors Program. However, any student who is interested in the program should see the Director of the Honors Program as early as possible for informal advisement. To be admitted, the applicant must have an academic average in all University courses of at least 3.30, and an academic average in all mathematics courses of at least 3.40.

In addition to the lower division core, the requirements for graduation with honors in mathematics include:

- Required courses: A MAT 413, 414, 424, and 9 additional credits from among A MAT 327, 416, 420, 425, 432, 441, 442, 464, 467, 468, 510A, 513A, 520A, 520B, 540A, 557A, 557B.
- A MAT 482 (Senior Seminar), A MAT 497 (Independent Study) or A MAT 499 (Undergraduate Thesis).
- An acceptable honors thesis presented in a public venue.
- An academic average of at least 3.30 in all University courses and at least 3.40 in all mathematics courses numbered 400 or above.
- For the B.S., 6 credits in Computer Science from I CSI 101, I CSI/I CEN 201, I CSI 203, I CSI 205, I CSI/I CEN 213 and a minor in atmospheric science, biology, business, chemistry, computer science, economics, electronics, informatics, or physics.

### Actuarial and Mathematical Sciences Major

Actuaries are professionals who manage risk for insurance companies, pension plans and other financial institutions, and government and business. To attain professional standing as an actuary requires successful completion of a sequence of examinations offered by the Society of Actuaries and the Casualty Actuarial Society. The actuarial major is designed to prepare students for employment in

the actuarial field by offering coursework related to the preliminary actuarial examinations. Past experience suggests that students who pass two actuarial exams while in college are likely to secure employment in the field, and some students have secured actuarial employment with fewer exams.

The actuarial exams described immediately below are interdisciplinary, testing material from several courses. Some of the courses listed as preparation for an exam are relevant to only a few questions on that exam, so students may reasonably take an exam before taking all the courses listed as relevant.

**Exam P (probability).** Students need A MAT 112, 113, 214, 362. A MAT 467 may also be useful, but for at most a few questions.

**Exam FM (financial mathematics).** Students need A MAT 301 (which in turn requires calculus). A ECO 110 and 111 may also prove useful.

**Exam M (actuarial models).** Students need A MAT 403 and topics from A MAT 464 for the life contingencies segment of the two-part Exam M.

**Exam C (construction and evaluation of actuarial models).** Several required courses are relevant, including A MAT 362, 363, 464, 465, 467, A ECO 300 and 301.

The Society of Actuaries grants VEE (validation by educational experience) credit in the indicated area to students completing the following listed courses with a grade of B– or better.

**Applied Statistical Methods:** A MAT 465 (or 565). Or students can take (i) both A ECO 621 and 720, or (ii) both A MAT 558 and 664 (which are equivalent to H STA 558 and 664).

**Economics:** A ECO 110 and 111. Or students can take both A ECO 300 and 301.

**Corporate Finance:** B FIN 300.

Students completing the B.S. program in actuarial science will have studied virtually all the material tested on Exam P, Exam FM and the life contingencies segment of Exam M. Students will also have studied about half the material tested on Exam C. Students who complete a B.S. in actuarial science will have taken courses carrying VEE credit in the three required areas: applied statistical methods, corporate finance, and economics.

Students who enter as freshman with AP credit for Calculus I and II (calculus BC) should be able to prepare for the financial economics segment of Exam M and for the

topics of Exam C not covered by required courses. Doing so requires additional advanced courses in statistics, business and economics. Completing such courses and graduating within four years requires advanced planning.

Actuarial majors with AP credit in calculus are encouraged (but not required) to take A MAT 119 and 218, the honors versions of A MAT 113 and 214.

## Degree Requirements for the Major in Actuarial and Mathematical Sciences

**General Program B.S.:** A combined major and minor sequence consisting of 64 credits as follows:

- 37 credits in Mathematics: A MAT 112 or 111 or 118; 113 or 119; 214 or 218; 220 or 222; 299 and corequisite U UNL 299; 301 or A ECO 351; 362; 363; 403; 464; 465 or 565
- 6 credits: from I CSI/I CEN 201, I CSI 203, 204, 205, 310
- 6 credits: B ACC 211, B FIN 300
- 15 credits in Economics: A ECO 110, 111, 300, 301, and 466

Note: Actuarial majors automatically fulfill the requirement for a minor in economics (since A MAT 301 is equivalent to A ECO 351).

The following is the recommended schedule of required mathematics courses for students entering without AP credit in calculus:

Year	Fall	Spring
Freshman	112	113
Sophomore	214, 299	220, 301
Junior	362	363, 469
Senior	403, 465, 469	464, 469 (rec 404)

Note: A MAT 469, which may be repeated for credit, is an optional one-credit course that drills students on problems from one of the preliminary actuarial exams (either P, FM or MLC).

Students are advised to take A ECO 110 and 111 as freshmen, and in any event, not later than their sophomore year. By doing so, students will not need to take more than one upper division economics course during any single semester.

## Honors Program in Actuarial and Mathematical Sciences

A student may be admitted formally to the Department's honors program in actuarial science at any time after the sophomore

year. However, any student who is interested in the program should see the Director of the Actuarial Science Program as early as possible for informal advisement concerning the honors thesis. To be admitted, the applicant must have an academic average in all University courses of at least 3.30, and an academic average in all mathematics courses of at least 3.40

The requirements for graduation with honors include:

- Required courses: A MAT 468 together with the other required courses of the Actuarial Science major.
- An acceptable honors thesis presented in a public venue.
- An academic average of at least 3.30 in all University courses and at least 3.40 in all mathematics courses numbered 400 or above.

## Combined B.A./M.A. and B.S./M.A. Programs

The combined B.A./M.A. and B.S./M.A. programs in mathematics provide an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of undergraduate and master's degree programs from the beginning of their junior year. A carefully designed program can permit a student to earn the B.A. or B.S. and the M.A. degrees within nine semesters.

The combined programs require a minimum of 138 credits, of which at least 30 must be graduate credits. In qualifying for the B.A. or B.S., students must meet all University and college requirements, including the requirements of the undergraduate major described previously, the minimum 90 or 60 credit liberal arts and sciences requirement, general education requirements, and residence requirements. In qualifying for the M.A., students must meet all University and college requirements as outlined in the Graduate Bulletin, including completion of a minimum of 30 graduate credits and any other conditions such as a research seminar, thesis, comprehensive examination, and residence requirements. The main benefit of the combined program is that up to 12 graduate credits in mathematics may be applied simultaneously to both the undergraduate degree program and the M.A. program.

Students may apply to the graduate committee of the department for admission to either combined program in mathematics at the beginning of their junior year or after the successful completion of 56

credits. A cumulative grade point average of 3.20 or higher and three supportive letters of recommendation from faculty are required for consideration.

## Related Program: Interdisciplinary Major in Computer Science and Applied Mathematics

This major prepares a student to handle mathematically oriented computer applications in engineering and business. Students have two options: a) the general sequence and b) the Data Analytics sequence. Both require at least 66 credits.

- The general sequence combines a strong sequence in computer science with relevant courses in mathematics.
- The Data Analytics sequence combines a strong sequence in probability and statistics with a strong sequence in computer science.

Details of the program are listed under The Department of Computer Science in the College of Computer Engineering and Applied Sciences.

## Courses in Mathematics and Statistics

### A MAT 100 Precalculus Mathematics (3)

This course provides a background in those topics that are needed for success in calculus. Topics include graphing techniques, systems of equations, functions, logarithms, and trigonometry. May not be taken for credit by students with credit in any calculus course. Prerequisite(s): three years of high school mathematics or permission of department.

### A MAT 101 Algebra and Calculus I (3)

An integrated approach to precalculus and calculus. Elements of algebra and analytic geometry necessary to study calculus of one variable. Functions, limits, continuity, differentiation of algebraic functions, applications of differentiation. May not be taken for credit by students with credit for A MAT 100, 106, 112, or 118. Prerequisite(s): three years of high school mathematics or permission of the department. May not be offered in 2018-2019.

### A MAT 104 Topics in Contemporary Mathematics (3)

An introduction to application of mathematics to everyday life requiring a background of only standard high school mathematics (intermediate algebra and a little Euclidean geometry). Suggested topics include the mathematics of voting, management science through graph theory, and growth and symmetry. Prerequisite(s): two years of high school mathematics.

**A MAT 105 Finite Mathematics (3)**

An introduction to topics of interest to students of the social sciences; sets and logic, partitions and counting, probability, vectors and matrices, theory of games. Prerequisite(s): three years of high school mathematics. May not be offered in 2018-2019.

**A MAT 106 Survey of Calculus (3)**

An intuitive approach to differentiation and integration of algebraic and transcendental functions, intended only for students who plan to take no more calculus. Does not yield credit toward the major or minor in mathematics. May not be taken for credit by students with credit for A MAT 111, 112, 118 or T MAT 118. Prerequisite(s): three years of high school mathematics.

**A MAT 108 Elementary Statistics (3)**

Frequency distributions, measures of central tendency and dispersion, probability and sampling, estimation, testing of hypotheses, linear regression, and correlation. Only one of A MAT 108 and BITM 220 may be taken for credit. Not open for credit by students who have taken A MAT 308. Prerequisite(s): three years of high school mathematics.

**A MAT 111 Algebra and Calculus II (4)**

The second semester of an integrated approach to precalculus and calculus; serves as a prerequisite to A MAT 113. Applications of differentiation, the definite integral, antiderivatives, logarithms, trigonometry, exponential functions. Only one of A MAT 111, 112, 118 or T MAT 118 may be taken for credit. Prerequisite(s): A MAT 101.

**A MAT 112 Calculus I (4)**

Calculus of one variable. Limits, continuity, differentiation of algebraic functions, applications of differentiation, anti-derivatives, the definite integral, transcendental functions. A MAT 118 is the honors version of A MAT 112 and substitutes for A MAT 112 toward the prerequisite in any course. Only one of A MAT 111, 112, 118 and T MAT 118 may be taken for credit. Prerequisite(s): A MAT 100 or precalculus at the high school or college level. Students without precalculus should elect A MAT 100.

**A MAT 113 Calculus II (4)**

Techniques of integration, applications of the definite integral, conics, polar coordinates, improper integrals, infinite series. A MAT 119 is the honors version of A MAT 113 and substitutes for A MAT 113 toward the prerequisite in any course. Only one of A MAT 113, 119 and T MAT 119 may be taken for credit. Prerequisite(s): A MAT 111 or 112.

**A MAT 118 Honors Calculus I (4)**

Calculus of one variable. Limits, continuity, differentiation of algebraic functions, applications of differentiation, anti-derivatives, the definite integral, transcendental functions. Honors version of first semester calculus. Same topics as A MAT 112, but topics are covered in greater depth. This course is for students with more than average ability and more than average interest in mathematics. A MAT 118 substitutes for A MAT

112 toward the prerequisite in any course. Only one of A MAT 111, 112, 118 and T MAT 118 may be taken for credit. Prerequisite(s): three years of secondary school mathematics and permission of instructor. Offered fall semester only.

**T MAT 118 Honors Calculus I Honors College (4)**

Calculus of one variable. Limits, continuity, differentiation of algebraic functions, applications of differentiation, anti-derivatives, the definite integral, transcendental functions. T MAT 118 is the Honors College version of A MAT 112. Same topics as A MAT 112, but topics are covered in greater depth. This course is for students with more than average ability and more than average interest in mathematics. T MAT 118 substitutes for A MAT 112 toward the prerequisite in any course. Only one of A MAT 111, A MAT 112, A MAT 118, and T MAT 118 may be taken for credit. Offered fall semester only. Prerequisite(s): A MAT 100 or precalculus at the high school or college level. Open to Honors College students only.

**A MAT 119 Honors Calculus II (4)**

Techniques of integration, applications of the definite integral, conics, polar coordinates, improper integrals, infinite series. Honors version of second semester calculus. Same topics as A MAT 113, but topics are covered in greater depth. This course is for students with more than average ability and more than average interest in mathematics. A MAT 119 substitutes for A MAT 113 toward the prerequisite in any course. Only one of A MAT 113, 119, and T MAT 119 may be taken for credit. Prerequisite(s): A MAT 118, a grade of A in A MAT 112, or permission of instructor. Offered spring semester only.

**T MAT 119 Honors Calculus II Honor College (4)**

Techniques of integration, applications of the definite integral, conics, polar coordinates, improper integrals, infinite series. Honors version of second semester calculus. Honors College version of second semester calculus. Same topics as A MAT 113, but topics are covered in greater depth. This course is for students with more than average ability and more than average interest in mathematics. T MAT 119 substitutes for A MAT 113 toward the prerequisite in any course. Only one of A MAT 113, 119, and T MAT 119 may be taken for credit. Prerequisite(s): A MAT 118, or T MAT 118, or a grade of A in A MAT 112, or permission of instructor. Open to Honors College Students only. Offered spring semester only.

**A MAT 214 Calculus of Several Variables (4)**

Curves and vectors in the plane, geometry of three-dimensional space, vector functions in three-space, partial derivatives, multiple integrals, line and surface integrals. Prerequisite(s): A MAT 113 or 119.

**A MAT 218 Honors Calculus of Several Variables (4)**

Same topics as A MAT 214, but topics are covered in greater depth. This course is for students with more than average ability and more than average interest in mathematics. A MAT 218 substitutes for A MAT 214 towards the prerequisites in any course. T MAT 218 is the Honors College version of A MAT 218. Only one of A

MAT 214, A MAT 218 and T MAT 218 may be taken for credit. Prerequisite(s): A MAT 119 or T MAT 119, or grade of A in A MAT 113, or permission of the instructor. Offered spring semester only. May not be offered in 2018-2019.

**T MAT 218 (formerly T MAT 214)****Honors Calculus of Several Variables (4)**

Honors version of third semester calculus. Same topics as A MAT 214, but topics are covered in greater depth. This course is for students with more than average ability and more than average interest in mathematics. T MAT 218 substitutes for A MAT 214 towards the prerequisites in any course. T MAT 218 is the Honors College version of A MAT 218. Only one of A MAT 214, A MAT 218 and T MAT 218 may be taken for credit. Prerequisite(s): A MAT 113. Open to Honors College students only. Offered spring semester only. May not be offered in 2018-2019.

**A MAT 220 Linear Algebra (3)**

Linear equations, matrices, determinants, finite dimensional vector spaces, linear transformations Euclidean spaces. Prerequisite(s): A MAT 113.

**A MAT 222 Honors Linear Algebra (3)**

Honors version of linear algebra. Same topics as A MAT 220, but topics are covered in more depth, with more emphasis on theory. This course is for students with more than average ability and more than average interest in mathematics. A MAT 222 substitutes for A MAT 220 towards the prerequisites in any course. Only one of A MAT 222, T MAT 222, and A MAT 220 may be taken for credit. Prerequisite(s): grade of A in A MAT 113 or A MAT 214, and permission of the instructor, or a grade of B+ in A MAT 119, T MAT 119, A MAT 218, or T MAT 218. Offered fall semester only.

**T MAT 222 Honors Linear Algebra (3)**

Honors version of linear algebra. Same topics as A MAT 220, but topics are covered in more depth, with more emphasis on theory. This course is for students with more than average ability and more than average interest in mathematics. T MAT 222 substitutes for A MAT 220 towards the prerequisites in any course. T MAT 222 is the Honors College version of A MAT 222. Only one of A MAT 222, T MAT 222, and A MAT 220 may be taken for credit. Prerequisite(s): grade of A in A MAT 113 or A MAT 214, and permission of the instructor, or a grade of B+ in A MAT 119, T MAT 119, A MAT 218, or T MAT 218. Open to Honors College students only. Offered fall semester only.

**T MAT 252W An Introduction to the Great Theorems of Mathematics**

This course for the honors College is an introduction to the great theorems of mathematics in geometry, algebra, number theory, analysis and statistics. The course is designed for students of all majors. Students will develop an appreciation for different branches of mathematics. Step-by-step proofs of some theorems of Pythagoras, Euclid, Archimedes, Heron, Cardano, Newton, Fermat, Euler, Gauss and Cantor will be provided by lectures, class discussions, writing projects and class presentations. Students will

learn how these theorems fit into the history of mathematics. Pascal's triangle and the binomial theorem, the Chinese remainder theorem, Pell's equations, Wilson's theorem, the bridges of Königsberg problem, the four color theorem and the central limit theorem will also be discussed. Prerequisites: High school mathematics through pre-calculus. Open to Honors College students only. May not be offered in 2018-2019.

### **A MAT 287/287Z Topics Involving Mathematics (1–3)**

Selected topics in mathematics. The topic of the course will be indicated in the course schedule and in departmental announcements. May be repeated for credit when content varies. May not be offered in 2018-2019.

### **A MAT 299 Introduction to Proofs (3)**

Introduction to the methods of higher mathematics, with emphasis on how to read, understand, discover, and write proofs. Topics include basic logic, sets, functions, relations, mathematical induction, countable and uncountable sets, and elementary number theory. This course will require a significant amount of written and oral presentation. Students may receive credit for only one of I CSI 221, A MAT 221 and A MAT 299. Prerequisite(s): Mathematics major; one of A MAT 113, 119, 214 or 218 with a grade of C or better. Corequisite: U UNL 299.

### **A MAT 301 (= A ECO 351) Theory of Interest (3)**

The basic measures of interest, annuities, sinking funds, amortization schedules, bonds, and installment loans. Recommended as preparation for Actuarial Society exam FM. Only one version of A MAT 301 may be taken for credit. Prerequisite(s): A MAT 113.

### **A MAT 308 Topics in Statistical Inference (3)**

Various statistical techniques such as chi-square tests, multiple regression and correlation; non-parametric statistics, and the analysis of variance as applied to physical, biological, and social sciences. Prerequisite(s): some prior experience with elementary statistics. Offered spring semester only.

### **A MAT 311 Ordinary Differential Equations (3)**

Linear differential equations, systems of differential equations, series solutions, boundary value problems, existence theorems, applications to the sciences. Prerequisite(s): A MAT 214.

### **A MAT 312/312Z Basic Analysis (3)**

Theoretical aspects of calculus including construction of the real numbers, differentiation and integration of functions in one variable, continuity, convergence, sequences and series of functions. A MAT 312Z is the writing intensive version of A MAT 312; only one may be taken for credit. Prerequisite(s): A MAT 214 and A MAT 299.

### **A MAT 314 Analysis for Applications I (3)**

Introduction to topics in mathematical analysis which traditionally have been applied to the physical sciences, including vector analysis, Fourier series, ordinary differential equations, and the calculus of variations. Prerequisite(s): A MAT 214 and 220. Offered fall semester only.

### **A MAT 315 Analysis for Applications II (3)**

Continuation of A MAT 314. Series solutions of differential equations, partial differential equations, complex variables, and integral transforms. Prerequisite(s): A MAT 314. Offered spring semester only.

### **A MAT 326/326Z Classical Algebra (3)**

Elementary number theory. Elementary theory of equations over rational, real, and complex fields. A MAT 326Z is the writing intensive version of A MAT 326; only one may be taken for credit. Prerequisite(s): A MAT 113 or A MAT 119, A MAT 220, and A MAT 299 or permission of instructor.

### **A MAT 327/327Z Elementary Abstract Algebra (3)**

Basic concepts of groups, rings, integral domains, fields. A MAT 327Z is the writing intensive version of A MAT 327; only one may be taken for credit. Prerequisite(s): A MAT 220, A MAT 299, and A MAT 326.

### **A MAT 328 Introduction to Combinatorics (3)**

The pigeonhole principle. Basic discrete structures and their enumeration: permutations, combinations, partitions, Catalan numbers. Generalizations of the binomial theorem and related identities. The principle of inclusion-exclusion. Recurrence relations and generating functions. Introduction to graph theory: Eulerian walks, Hamiltonian cycles, trees, matchings, coloring maps. Prerequisite(s): A MAT 221 or A MAT 299. Offered fall semester only.

### **A MAT 331/331Z Transformation Geometry (3)**

Classical theorems of Menelaus, Ceva, Desargues, and Pappus. Isometries, similarities, and affine transformations for Euclidean geometry. A MAT 331Z is the writing intensive version of A MAT 331; only one may be taken for credit. Prerequisite(s): A MAT 220 and A MAT 299. Usually offered spring semester only.

### **A MAT 342/342Z Elementary Topology (3)**

Networks, map coloring problems, surfaces, topological equivalence, the Euler number, the polygonal Jordan curve theorem, homotopy, the index of a transformation, and the Brouwer Fixed Point Theorem. A MAT 342Z is the writing intensive version of A MAT 342; only one may be taken for credit. Prerequisite(s): A MAT 214, A MAT 220, and A MAT 299. Usually offered fall semester only.

### **A MAT 362/362Z Probability for Statistics (3)**

Introduction to discrete and continuous probability models, including probability mass functions, density functions and cumulative distribution functions. Discrete examples will include the binomial, negative binomial, Poisson, and hypergeometric distributions. Continuous distributions will include the normal and exponential distributions, the family of gamma and beta densities, and, if time permits, t and chi-square distributions. Other topics are the probability axioms, equally likely sample spaces (combinatorics), conditional probability, joint distributions, marginal distributions, conditional distributions, covariance, correlation, moment generating functions and the Central Limit Theorem. A MAT 362Z is the writing

intensive version of A MAT 362; only one may be taken for credit. A MAT 362 constitutes substantial preparation for Actuarial Exam P. A student may not apply both A MAT 362 and A MAT 367 towards a major or minor in mathematics or a minor in statistics. Prerequisite(s): A MAT 214 and A MAT 299.

### **A MAT 363/363Z Statistics (3)**

A calculus-based introduction to statistics. Confidence intervals and hypothesis tests for means and variances, differences of means and ratios of variances, including P-values, power functions and sample size estimates and involving normal, binomial, t, chi-square, and F distributions. Additional topics may include introductions to simple linear regression, Bayesian statistics, sample survey methods, goodness of fit tests, non-parametric tests, or analysis of variance. Only one version of A MAT 363 may be taken for credit. Students with credit for 8A MAT 367 but who have not taken A MAT 362 may take A MAT 363 only with permission of instructor. Students with credit for A MAT 368 may not take A MAT 363. Prerequisite(s): A MAT 362.

### **A MAT 367/367Z Discrete Probability (3)**

Introduction to discrete probability models (including the binomial, negative binomial, Poisson, and hypergeometric distributions, their means, variances and cumulative distribution functions). Other topics include probability axioms, equally likely sample spaces (combinatorics), conditional probability, the gamblers' ruin problem, finite state Markov chains, moment generating functions, joint distributions (including the multinomial distribution), marginal distributions, conditional distributions, covariance and correlation, the weak law of large numbers, and, if time permits, the Central Limit Theorem. Students who intend to take A MAT 363 should take A MAT 362, not A MAT 367. Students who have taken A MAT 367 and who wish to take a first statistics course can take A MAT 308. Actuarial students who need continuous as well as discrete probability, should take A MAT 362 (which constitutes substantial preparation for Actuarial Exam P). A student may not apply both A MAT 362 and A MAT 367 toward any major or minor in mathematics or a minor in statistics. Only one version of A MAT 367 may be taken for credit. Prerequisite(s): A MAT 113 or 119, plus 6 credits at the 200 or higher level in either mathematics or computer science.

### **A MAT 369 Statistics and Data Analysis (3)**

A topics course whose content will vary somewhat from semester to semester. In the recent past the course has focused on analysis of variance, categorical data analysis, distribution free methods, and survey sampling. Other possible topics include Bayesian statistics, bootstrap methods, log-linear models, lifetime distributions, Meier-Kaplan estimators, and the Mantel-Haenszel test. Topics covered in A MAT 465 (multiple regression and time series) would be avoided. May be repeated for credit with permission of instructor. Prerequisite(s): A MAT 363. May not be offered in 2018-2019.



**A MAT 370 Probability and Statistics for Engineering and the Sciences (3)**

Basic probability, conditional probability and independence, families of discrete and continuous random variables, expected values and variances, moment generating functions, bivariate distributions, Bayesian networks, law of large numbers and central limit theorem, normal,  $t$ , and chi-square distributions, confidence intervals and hypothesis testing and simple linear regressions. A MAT 370 is a one semester introduction to probability and statistics intended primarily for science or engineering majors who have completed two semesters of calculus. Students cannot apply both A MAT 362 and A MAT 370 or both A MAT 363 and A MAT 370 toward the requirements for a Mathematics major. A MAT 370 fulfills the probability/statistics requirement for the Mathematics BA. A MAT 367 and A MAT 370 can be one of the two sequences required for the B.S. in Mathematics. Students who expect to do graduate work in mathematics or statistics should take both A MAT 362 and A MAT 363, not A MAT 370. Prerequisite(s): A MAT 367 or I CEN/I CSI 210. Offered fall semester only.

**A MAT 372/372Z Linear Programming and Game Theory (3)**

Theory and methods of linear programming, duality theory, and matrix games, including the simplex algorithm and an introduction to interior point methods. A MAT 372Z is the writing intensive version of A MAT 372; only one version may be taken for credit. Prerequisite(s): A MAT 214 and 220. May not be offered in 2018-2019.

**A MAT 374 Operations Research (3)**

Operations research techniques and applications, linear programming, queuing theory, including birth and death processes, decision theory, network analysis, simulation. Prerequisite(s): A MAT 362 or 367 or permission of instructor. May not be offered in 2018-2019.

**A MAT 401 Numerical Analysis (3)**

Error analysis, numerical solution of nonlinear equations, interpolation and polynomial approximation, numerical differentiation and integration, direct methods for solving linear systems. Not more than one of A MAT 313 or 401 may be taken for credit. Prerequisite(s): A MAT 220. Offered fall semester only. May not be offered in 2018-2019.

**A MAT 403 Life Contingencies I (3)**

Treatment of single and joint lives including mortality functions, various kinds of annuities and life insurance, premiums, reserves and standard actuarial notations for these concepts. Recommended as partial preparation for Actuarial Exam M. Prerequisite(s): A MAT 301, 362, 363. Offered fall semester only.

**A MAT 404 Life Contingencies II (3)**

Expansion of A MAT 403 with emphasis on two or more lives in combination and on multiple causes of decrement. Topics include population theory, multi-life statuses, multi-life functions, reversionary annuities, multiple-decrement functions, primary and secondary decrements,

and applications of multiple-decrement functions. Prerequisite(s): A MAT 403. Offered spring semester only.

**A MAT 409 Vector Analysis (3)**

Classical vector analysis presented heuristically and in physical terms. Topics include the integral theorems of Gauss, Green, and Stokes. Prerequisite(s): A MAT 214. Offered spring semester only.

**A MAT 412/412Z Complex Variables for Applications (3)**

The elementary functions, differentiation, conformal transformations, power series, integral theorems, Taylor's theorems, Taylor's and Laurent's expansions, applications of residues. Only one version of A MAT 412 may be taken for credit. Prerequisite(s): A MAT 214. Offered spring semester only.

**A MAT 413/413Z Advanced Calculus I (3)**

A rigorous presentation of the traditional topics in the calculus of several variables and their applications. Topics include the implicit function theorem, Taylor's theorem, Lagrange multipliers, Stieltjes integral, Stokes' theorem, infinite series, Fourier series, special functions, Laplace transforms. Only one version of A MAT 413 may be taken for credit. Prerequisite(s): A MAT 312. Offered fall semester only.

**A MAT 414 Advanced Calculus II (3)**

A rigorous presentation of the traditional topics in the calculus of several variables and their applications. Topics include the implicit function theorem, Taylor's theorem, Lagrange multipliers, Stieltjes integral, Stokes' theorem, infinite series, Fourier series, special functions, Laplace transforms. Prerequisite(s): A MAT 413. Offered spring semester only.

**A MAT 416 Partial Differential Equations (3)**

The partial differential equations of classical mathematical physics. Separation of variables, eigenvalue problems, Fourier series and other orthogonal expansions. First order equations, Green's functions, Sturm-Liouville theory, and other topics as time permits. Prerequisite(s): a course in Ordinary Differential Equations. Offered fall semester only.

**A MAT 420 Topics in Abstract Algebra (3)**

Topics in abstract algebra chosen by the instructor. The focus of the course will be publicized in departmental announcements. Prerequisite(s): A MAT 327.

**A MAT 424 Advanced Linear Algebra (3)**

Duality, quadratic forms, inner product spaces, and similarity theory of linear transformations. Prerequisite(s): A MAT 220 and AMAT 326, or permission of instructor. Offered fall semester only. May not be offered in 2018-2019.

**A MAT 425 Number Theory (3)**

Divisibility, congruences, quadratic reciprocity, Diophantine equations, sums of squares, cubes, continued fractions, algebraic integers. Prerequisite(s): A MAT 326. Offered spring semester only.

**A MAT 432/432Z Foundations of Geometry (3)**

Axiomatic development of absolute geometry, theory of parallels, introduction to non-Euclidean geometry, isometries of the Bolyai-Lobachevsky plane. Only one version of A MAT 432 may be taken for credit. Prerequisite(s): A MAT 220 or equivalent. Offered fall semester only. May not be offered 2018-2019.

**A MAT 441 Introduction to Differential Geometry (3)**

Differential geometry of curves and surfaces in Euclidean space, frames, isometries, geodesics, curvature, and the Gauss-Bonnet theorem. Prerequisite(s): A MAT 214 and 220. Offered spring semester only.

**A MAT 442 Introduction to Algebraic Topology (3)**

Two-dimensional manifolds, the fundamental group and Van Kampen's theorem, covering spaces, graphs, and applications to group theory. Prerequisite(s): A MAT 214 and 220. May not be offered in 2018-2019.

**A MAT 452/452Z History of Mathematics (3)**

History of the development of mathematics, emphasizing the contributions of outstanding persons and civilizations. Normally only the writing intensive version of this course is offered. Only one version of A MAT 452 may be taken for credit. Prerequisite(s): A MAT 214, 326, and either 331 or 432. Offered fall semester only. May not be offered in 2018-2019.

**A MAT 464 Applied Stochastic Processes (3)**

An overview of stochastic processes with particular emphasis on Markov chains. Introduction to queuing theory. Particular attention given to estimation. Recommended as partial preparation for Actuarial Exams M and C. Prerequisite(s): One of A MAT 362 or 367 or 467. Offered spring semester only.

**A MAT 465/465Z Applied Statistics (3)**

A second or third course in statistics, focusing on simple and multiple regression and time series. Course carries VEE credit from the Society of Actuaries in applied statistics. Only one version of A MAT 465 may be taken for credit. Prerequisite(s): A MAT 220 and one of A MAT 308, 363, or 468. Offered fall semester only.

**A MAT 467 Continuous Probability and Mathematical Statistics (3)**

One and two-dimensional calculus applied to probability. Continuous random variables in one and two dimensions, including the normal, bivariate normal, exponential, gamma (including chi-square), and beta. Density functions of transformations of random variables. Moment generating functions, weak law of large numbers, central limit theorems, convergence of random variables. Maximum likelihood and unbiased estimators. Confidence intervals, mainly for normal means and variances. Recommended as partial preparation for Actuarial Exam P. Prerequisite(s): A MAT 214 and 220 and one of A MAT 362 or 367. Offered fall semester only.

**A MAT 468 Mathematical Statistics (3)**

Neyman-Pearson theory (hypothesis testing), type I and II errors, power functions, generalized likelihood ratio tests. Two-sample confidence intervals and hypothesis tests. Sampling distributions, including the  $t$ , chi-square and  $F$ , all rigorously defined. Sufficient statistics, Fisher information, minimum variance estimators. Introduction to regression and Bayesian estimators. Some listed topics are tested on Actuarial Exam C. Prerequisite(s): A MAT 467. Offered spring semester only.

**A MAT 469 Actuarial Probability and Statistics (1)**

Drill in problem solving for one of the following Actuarial Exams: P, FM or M. May be repeated for credit with permission of instructor. Prerequisites depend on which of the three Actuarial Exams is featured. *S/U* Graded. May not be offered in 2018-2019.

**A MAT 475 Optimization Theory (3)**

Introduction to optimization. Constrained optimization and Lagrange multipliers. Convex sets, convex functions and conjugate functions. Fenchel duality, convex optimization, Lagrange duality, non-linear programming. Karush-Tucker conditions and calculus of variations. Prerequisite(s): A MAT 214 and 220.

**A MAT 482/482Y/482W Senior Seminar (3)**

Study of topics in mathematics, chosen at the discretion of the instructor. Only one version of A MAT 482 may be taken for credit. Prerequisite(s): permission of instructor.

**A MAT 487 Topics in Modern Mathematics (3)**

Selected topics in mathematics. The topic of the course will be indicated in the course schedule and in departmental announcements. The course may be repeated for credit when content varies. Prerequisites for A MAT 487 will be as indicated on the departmental announcements.

**A MAT 497 Independent Study in Mathematics (1-3)**

Individual, independent study of selected topics not covered in a regularly scheduled course. Open only to majors in mathematics. May be repeated for credit. Prerequisite(s): junior or senior standing, and permission of instructor with whom student wishes to study.

**A MAT 499Z Undergraduate Thesis (3)**

Individual, independent study leading to an undergraduate thesis under the direction of faculty chosen by the student. The thesis may be used to fulfill the thesis requirement in the honors program with the approval of the department. Prerequisite(s): permission of instructor.

## Program in Medieval and Renaissance Studies

*Director*

Ineke Murakami, Ph.D.  
Department of English

The purpose of the Medieval and Renaissance Studies Program is to give students broad, multidisciplinary training in the

history and culture of Europe from late antiquity through the early modern period. As an Interdisciplinary Studies major with a faculty-initiated concentration in Medieval and Renaissance Studies and as a minor, the program offers a wide range of courses and serves as a guide for anyone with a special interest in the Middle Ages and the Renaissance. The major is especially recommended as a second major for anyone considering going on to graduate study in some aspect of medieval and/or early modern studies.

### Degree Requirements: Bachelor of Arts in Interdisciplinary Studies with a faculty-initiated concentration in Medieval and Renaissance Studies

**General Program B.A.:** A minimum of 36 credits: 9 credits from the core courses, 3 credits in Art History, 3 credits in History, 3 credits in Literature and Cultures, 3 credits in Philosophy, 3 credits in Global Perspectives, and 12 elective credits from courses listed or specially approved by the Director of Medieval and Renaissance Studies. In the case of courses marked "approval required," the Director of Medieval and Renaissance Studies will determine appropriateness on a case-by-case basis. Courses that conform to the intent and content of the program but are not listed below may be counted towards fulfilling the requirements upon approval by the program director.

Majors are encouraged to have an elementary reading ability in Latin. In addition, it is strongly recommended that majors acquire at least an elementary reading ability in one modern Western language other than English.

**Core courses: 9 credits**

- A ARH 331 Monks, Monarchs, and Medieval Art
- A ARH 342 Italian Renaissance Art and Architecture: 1450-1600
- A ENG 330 Literature of the Middle Ages
- A ENG 331 Literature of the Earlier Renaissance
- A ENG 332 Literature of the Later Renaissance
- A HIS 235 Early and Medieval Christianity
- A HIS 336 History of the Early Middle Ages
- A HIS 337 The High Middle Ages
- A HIS 338 The Italian Renaissance, 1300-1530

- A HIS 339 Renaissance and Reformation in 16<sup>th</sup> Century Europe
- A HIS 346 The History of England I
- A PHI 311 History of Medieval Philosophy

**Art and Music courses: 3 credits**

- A ARH 230 The Art of Medieval Knighthood
- A ARH 303 Artistic Encounters in the Early Medieval World
- A ARH 332 Gothic Art and Architecture
- A ARH 442 Early Painting of the Netherlands
- A ARH 499Y Research Seminar in Art History (approval required)
- A MUS 230 Music History I
- A MUS 287 University Chamber Singers (approval required)

**History courses: 3 credits**

- A HIS 391 Topics in European History (approval required)
- A HIS 463 The Byzantine Empire 300-1453

**Literatures and Cultures courses: 3 credits\***

- A ENG 291 British Literary Traditions I
- A ENG 342 Study of an Author or Authors before the Mid-18<sup>th</sup> Century
- A ENG 346 Studies in Shakespeare
- A ENG/A WSS 362 Critical Approaches to Gender and Sexuality in Literature (when appropriate; approval required)
- A ENG/A WSS 368 Women Writers (when appropriate; approval required)
- A ENG 411 Topics in British Literature and Culture (when appropriate; approval required)
- A FRE 202 French Literature (when appropriate; approval required)
- A FRE 455 Life and Letters (when appropriate; approval required; taught in French)
- A ITA 315 Italian Civilization: From the Etruscans to Galileo
- A ITA 441 Women, Men, Love, and Politics of the Italian Renaissance
- A SPN 311 Hispanic Literature through the Golden Age
- A SPN 482 Cervantes

*\*In addition to the courses listed, appropriate genre or topics courses offered by the English Department will also be accepted, with the approval of the Director of the Medieval and Renaissance Studies Program.*

**Philosophy courses: 3 credits**

- A PHI 311 History of Medieval Philosophy
- A PHI 312 Seventeenth- and Eighteenth-Century Philosophy

**Global Perspectives courses: 3 credits**

A EAC/A HIS 471 Change in Medieval China

A EAS 478 The Silk Road

*NB: Latin is not required, but is strongly recommended.*

**Honors Program**

Honors students will take a structured sequence of coursework focusing upon the main areas of study offered in the Medieval and Renaissance Studies curriculum.

**Degree Requirements:  
Bachelor of Arts in  
Interdisciplinary Studies  
with a faculty-initiated  
concentration in Medieval  
and Renaissance Studies —  
Honors Curriculum (36 credits)**

**General Program B.A.:** A minimum of 36 credits: 3 credits in Art History, 3 credits in English, 3 credits in History, 18 credits in Medieval and Renaissance Studies, 9 honors credits as advised by the Director of Medieval and Renaissance Studies.

**Art History courses: 3 credits**

A ARH 331 Monks, Monarchs, and Medieval Art

A ARH 342 Italian Renaissance Art and Architecture: 1450-1600

**English courses: 3 credits**

A ENG 330 Literature of the Middle Ages  
A ENG 331 Literature of the Earlier Renaissance

A ENG 332 Literature of the Later Renaissance

**History courses: 3 credits**

A HIS 235 Early and Medieval Christianity

A HIS 336 History of the Early Middle Ages

A HIS 337 The High Middle Ages

A HIS 338 The Italian Renaissance, 1300-1530

A HIS 339 Renaissance and Reformation in 16<sup>th</sup> Century Europe

A HIS 346 The History of England I

**Medieval and Renaissance Studies electives: 18 credits**

**Art History**

A ARH 230 The Art of Medieval Knighthood

A ARH 303 Artistic Encounters in the Early Medieval World

A ARH 331 Monks, Monarchs, and Medieval Art

A ARH 332 Gothic Art and Architecture

A ARH 342 Italian Renaissance Art and Architecture: 1450-1600

A ARH 442 Early Painting of the Netherlands

A ARH 499Y Research Seminar in Art History

**East Asian**

A EAC/A HIS 471 Change in Medieval China

**English**

A ENG 330 Literature of the Middle Ages

A ENG 331 Literature of the Earlier Renaissance

A ENG 332 Literature of the Later Renaissance

A ENG 341 Chaucer

A ENG 342 Study of an Author or Authors before the Mid-18<sup>th</sup> Century

A ENG 346 Studies in Shakespeare

A ENG/A WSS 362 Critical Approaches to Gender and Sexuality in Literature (when appropriate; approval required)

A ENG/A WSS 368 Women Writers (when appropriate; approval required)

A ENG 411 Topics in British Literature and Culture (when appropriate; approval required)

**French**

A FRE 202 French Literature (when appropriate; approval required)

A FRE 455 Life and Letters (when appropriate; approval required; taught in French)

**History**

A HIS 235 Early and Medieval Christianity

A HIS 336 History of the Early Middle Ages

A HIS 337 The High Middle Ages

A HIS 338 The Italian Renaissance, 1300-1530

A HIS 339 Renaissance and Reformation in 16<sup>th</sup> Century Europe

A HIS 346 The History of England I

A HIS 391 Advanced Topics in European History

A HIS 463 The Byzantine Empire, 300-1453

**Italian**

A ITA 315 Italian Civilization: From the Etruscans to Galileo

A ITA 441 Women, Men, Love, and Politics of the Italian Renaissance

**Music**

A MUS 230 Music History I

A MUS 287 University Chamber Singers (approval required)

**Philosophy**

A PHI 311 History of Medieval Philosophy

A PHI 312 17<sup>th</sup> and 18<sup>th</sup> Century Philosophy

**Spanish**

A SPN 311 Hispanic Literature through the Golden Age

A SPN 482 Cervantes

**Departmental Offerings**

A MRS 298 Topics in Medieval and Renaissance Studies

A MRS 398 Topics in Medieval and Renaissance Studies

A MRS 497 Independent Study and Research in Medieval and Renaissance Studies

**Honors courses: 9 credits as advised**

The research project is the focus of the Honors Program and must draw upon at least two of the fields offered in the Medieval and Renaissance Studies Program. In addition, it must have at least two of the following features: use of primary resources; research conducted in a language other than English; production of an annotated bibliography to develop a historiographic analysis. In the final semester of her or his senior year, the student will present the project formally to an Honors Committee composed of selected members of the Medieval and Renaissance Studies faculty. The student will also produce a major paper on the research project, which will be evaluated by the project's faculty supervisor and another reader from one of the disciplines represented in the project.

**Selection:** The student should have declared the Interdisciplinary Studies major with a faculty-initiated concentration in Medieval and Renaissance Studies and completed at least 12 credits in the major. Her or his overall grade point average must be at least 3.25, with a grade point average of at least 3.50 in courses for the major. To be considered, interested students should submit a letter of intent to the director of the Medieval and Renaissance Studies Program. Students may apply beginning in the spring semester of the sophomore year through April of the junior year.

## Courses in Medieval and Renaissance Studies

### A MRS 298 Topics in Medieval and Renaissance Studies (3)

This course will focus on a particular theme, issue, text, or historical moment of the medieval or early modern period in a way that crosses disciplinary boundaries. A course may consider, for example, the music, art, literature, and history of the late fourteenth century or the early twelfth, or it may survey drama and art of a particular region. This course is intended to be introductory. May be repeated for credit when content varies.

### A MRS 398 Topics in Medieval and Renaissance Studies (3)

This course will focus on a particular theme, issue, text, or historical moment of the medieval or early modern period in a way that crosses disciplinary boundaries. Individual courses will vary significantly; one may examine the implications of a particular philosophical development and its cultural expressions in literature, art, and/or music, for example, while another may focus on the concept of "renaissance" in history and art to question the traditional divide between medieval and early modern. Some background in medieval or early modern studies is recommended. May be repeated for credit when content varies.

### A MRS 497 Independent Study and Research in Medieval and Renaissance Studies (1–4)

Senior-level directed study and independent research in a selected area of medieval or early modern art, history, literature, or music. Interdisciplinary projects encouraged. May be repeated once for credit when content varies. Prerequisite(s): open to majors or minors with demonstrated success in upper-level Medieval/Renaissance Studies courses; by permission of instructor and approval of program director.

## Department of Music and Theatre

The Department of Music and Theatre consists of several major programs in music and a major in theatre, with a Department Chair and Program Directors in each area. Both areas offer a minor.

### Music Faculty

#### *Professors Emeriti*

Joel A. Chadabe, M.M.

Yale University

James R. Morris, D.M.A.

University of Southern California

#### *Professors*

Robert J. Gluck, M.F.A.

Rensselaer Polytechnic Institute

Max Lifchitz, M.M.

Harvard University

Albin J. Zak III, Ph.D.

City University of New York

#### *Associate Professors Emeriti*

R. Findlay Cockrell, M.S. (Collins Fellow)

Juilliard School of Music

K. Drew Hartzell Jr., Ph.D.

University of Rochester

Reed J. Hoyt, Ph.D.

University of Pennsylvania

#### *Associate Professors*

Duncan Cumming, D.M.A.

Boston University

Nancy Newman, Ph.D. (Chair)

Brown University

Victoria von Arx, Ph.D.

City University of New York

#### *Assistant Professors*

Kyra Gaunt, Ph.D.

University of Michigan

André de Oliveira Redwood, Ph.D.

Yale University

#### *Full-time Lecturer*

Michael Pfitzer, M.M.

University of Wisconsin-Madison

#### *Instructional Support Associate*

Ellen Burns, Ph.D.

Florida State University

#### *Instructional Support Associate*

Ellen Burns, Ph.D.

Florida State University

*Adjuncts (estimated): 8*

## Theatre Faculty

#### *Professors*

Andi Lyons, M.F.A.

Yale University

Eszter Szalczar, Ph.D.

City University of New York

#### *Associate Professors Emeriti*

Robert J. Donnelly, M.F.A.

Yale University

Jerome Hanley, M.F.A.

Yale University

#### *Associate Professor*

Karla Kash, M.F.A.

(Program Director and Producer)

Brandeis University

#### *Assistant Professor*

Kathryn Walat, M.F.A.

Yale School of Drama

#### *Full-time Lecturers*

Renee Bell, M.F.A.

University of Iowa

Chad Larabee, M.F.A.

Florida State University

Kim Stauffer, M.F.A.

University of North Carolina,

Greensboro

#### *Scene Shop Supervisor and Adjunct Instructor*

John Knapp, B.A.

University at Albany

*Adjuncts (estimated): 6*

## Music

The major undergraduate programs offered by the Music Department provide students with the fundamental knowledge and technical capabilities necessary for the pursuit of graduate studies or professional activities. These programs are also components of a liberal arts education and provide preparation for a variety of careers.

Course offerings include a variety of introductory and advanced lecture and studio courses in composition, electronic music, musicology, theory, and performance. Seminars, independent study, and internships are also available for majors. Students intending to pursue graduate study in musicology or theory are urged to enroll in foreign language study.

Opportunities for participation in various performance ensembles are provided for majors and nonmajors. The department sponsors concerts by its ensembles, faculty, students, and guest artists each semester.

The facilities include housing for musical instruments, practice rooms, a department library and listening room, an electronic music studio and three concert halls.

## Degree Requirements for the Major in Music

All majors must:

- be able to read music and
- satisfactorily pass a departmental theory examination which will be administered during the first scheduled class in the fall semester. A MUS 110 may serve as preparation for the major. In addition a non-credit competency exam in piano is given at that time. Those deficient in this area will be required to enroll in A MUS 265 (Keyboard Harmony and Performance). A grade of C– or higher in A MUS 265 will be needed to satisfy this requirement. Credit for A MUS 265 will not apply toward major or minor requirements

**General Program B.A.:** 36 credits:

### 1. Core:

27 credits to include: A MUS 100, 245, 247, 300, 301 (formerly 231), 345, 347, and 2 ensemble credits (2 semesters) chosen from A MUS 180, 181, 182, 183, 184, 185, 186, 187, or 287 (as appropriate).

## 2. Electives:

9 credits at the 300 level or above in courses intended for music majors and minors (except A MUS 378, 379, 478, and 479) to include at least 3 credits in musicology; and at least 3 credits in composition (which includes electronic music and media) or theory (except A MUS 345 and 347).

## Departmental Programs in Composition, Musicology, Theory, Conducting, Performance

Admission to these programs requires permission of the appropriate departmental committee.

**Departmental Program, B.A.:** 54 credits minimum:

### 1. Core:

27 credits (same as General Program).

### 2. Concentrations:

*Composition, Musicology, or Theory:* 18 credits to include 15 at the 300 and 400 levels in courses appropriate to the concentration and approved by the department chair; 3 semesters in ensemble beyond the Core (5 altogether).

*Conducting:* 18 to include 6 credits of A MUS 270; A MUS 360, 361, and 461; 3 semesters in ensemble beyond the Core (5 altogether).

*Performance:* 12-18 credits (4-6 semesters) A MUS 178 (or proficiency), 278 (or proficiency), 378, 379, 478, 479; 3 credits/semesters in ensemble (A MUS 180, 181, 182, 183, 184, 185, 186, 187, 287) beyond the Core (5 altogether); 3 credits as advised.

*Voice Performance:* 22 credits to include 12 credits of A MUS 378, 379, 478, 479 (private instruction); 3 credits/semesters in A MUS 187 or 287 (ensemble) in addition to the Core (5 altogether); 3 credits from A THR 140, 240, 339, or 345; 4 credits from A FRE101/102, A GER101/102, or A ITA100/101. Electives: 6 credits (vs. 9 in all other programs) to include 3 credits of A MUS 398 (Diction) and 3 credits at the 300 level or above in Musicology, Theory, or Composition (which includes electronic music).

### 3. Electives:

Same as General Program (except for Voice Performance). Elected courses may not duplicate those required for the concentration.

## 4. Additional Requirements:

*Composition:* Compositions performed in approved recitals or the equivalent.

*Performance:* Admission to the program by audition. Performance examinations held at the end of each semester but the first, or unless the student is presenting a graduation recital that semester. Participation in approved recitals.

## Theatre

The Theatre Program curriculum (which includes its production program) is designed to aid students in learning to work collaboratively and creatively to solve problems, to communicate effectively both orally and in writing, to acquire intellectual skills necessary to confront a changing world, to acquire proficiency in a core of theatre knowledge and practice, and to understand the self-discipline and work ethic necessary to pursue a life in the arts.

Theatre is a performing art. It is also a major area of study through which one may gain a liberal arts education. The Theatre Program assumes these two views of the theatre to be mutually supportive. Acting, design, direction, technology, management, history, theory, criticism, and dramatic literature are considered interdependent studies. The major is structured to guarantee a well-rounded foundation in theatre, preparing students for graduate study or entry into the profession.

## Careers

A major in theatre prepares students for specialized graduate study in dramatic art or conservatory training in performance or production. Majors acquire a wide range of knowledge and skills transferable to a variety of career paths. In addition, theatre majors are prepared to pursue any career path requiring a broad education in the liberal arts.

Past graduates are currently acting, writing, and directing in television, film, on stage in New York, and in regional theatres. Graduates in design and technical areas are employed in New York theatres and major scenic studios, as well as with regional theatres, Cirque du Soleil, Disney, Las Vegas, and touring with national and international productions. Other graduates work with equipment developers and manufacturers, in film and television production, in concert and event production and management, and with assorted digital and web-based companies. Still other graduates have gone into architecture, interior

design, teaching, journalism, communications, computer technology, medicine, law, and business.

## UAlbany Theatre Program Casting and Production Policy

The UAlbany Theatre Program is committed to racial, cultural, and individual diversity, in all areas of production. We are committed to non-traditional casting to expand opportunities for women, actors of color, and actors with disabilities in roles where race, gender, or the presence or absence of a disability is not germane.

The UAlbany Theatre Program believes that students, and artists of all races, genders, sexualities, nationalities, and religions are needed for our casts, our crew, and our production teams. We promote the idea that earning and retaining a role or a production position is a privilege, not a right.

Intended and registered theatre majors will be given priority consideration for all available roles and technical positions, though we welcome all students committed to taking risks, and working collaboratively, to develop dynamic and thought-provoking theatre.

## Degree Requirements for the Major in Theatre

**General Program B.A.:** 40 credits from the following:

**Section 1** (25 credits core): A THR 121, 135, 220, 221, 222, 235, 240, 300

**Section 2** (3 credits of practicum): from A THR 101, 201, and 301

**Section 3** (9 credits): 1 class from each of the following sub-sections:

Sub-section A: A THR 303Z, 339, 340, 343

Sub-section B: A THR 314, 335, 360, 370, 381

Sub-section C: A THR 309, 319, 361, 380, 421, 456

**Section 4** (3 credits): 1 class from A THR 403Z, 450, 460, 465, 475, 481, 499

## Honors Program

The honors program in theatre is designed to give exceptional undergraduates the opportunity to take advanced class work in the field of theatre studies and to work more closely with faculty on independent projects than might otherwise be possible. This program is available to theatre majors.

### Requirements for admission to the Theatre Honors Program:

A THR 121, 135, 220, 227, 235, and 240 completed or in progress; at least 60 but no more than 80 credits towards graduation; a 3.50 GPA in all theatre courses and an overall GPA of 3.25; submission of an application and project proposal to the Honors Committee.

### Requirements for completion of the Theatre Honors Program:

Overall GPA of 3.25; all requirements for core theatre major with GPA of 3.50 (the student may be removed from the Honors Program if the GPA drops below the required level, or in the case of excessive or unjustified incompletes in any course(s), pending the judgment of the Honors Committee); honors course or independent study or other upper level course approved by the Honors Committee in which substantial research is done in preparation for the Honors project with a grade of *B+* or higher (3 credits); Honors project with a grade of *B+* or higher (3 credits).

## Courses in Music

### *Music History and Musicology*

#### **A MUS 100 Introduction to Music (3)**

Designed to acquaint students with important concepts and terminology underlying western music from the Middle Ages through the present. Active listening and discussion of relevant musical examples will help students enhance their enjoyment of music, develop critical perspectives, and understand the role of music in the humanities. No previous musical experience needed.

#### **A MUS 102 The Golden Age of Piano Music (3)**

This course will survey some of the great literature for piano with a special emphasis on specific works by Haydn, Mozart, Beethoven, Schubert, Weber, Chopin, and Brahms; we will explore piano repertoire from the 20<sup>th</sup> and 21<sup>st</sup> centuries as well. In addition to hearing performances of this music we will discuss our subjective responses to the music and also study the historical context and the architectural structure of the pieces, with an emphasis on sonata allegro form, minuet and trio form, and variation form. The course will include some discussion of the history of keyboard instruments, the great pianists, and some basic music theory. The piano in the context of duets, chamber music, and the concerto will also be discussed, and both student and faculty guests will come in to demonstrate this ensemble music. The course is designed to be integrated into the specific concert offerings at the University each term, and attendance at certain concerts of music for piano is mandatory. Near the end of the term we will devote some time to the music of today and the keyboard outside of the realm of classical music. Students will give presentations on a

piece of their choosing (that includes keyboard of some type) and discuss it for the class in terms of the language learned during the course of the semester.

#### **A MUS 105 Choral Music (3)**

The first half of the course will cover the main forms of choral music, sacred and secular, and the most important composers from Handel to Brahms. The second half will include units on music and poetry, and on national styles in music. The final unit will be devoted to contemporary choral music, both "classical" and folk, with some emphasis on choral music around the world. The course will involve a combination of lecture, discussion and listening. Students will be expected to participate frequently in class to explain their reactions to the music we are listening to. Students will also be expected to write several short papers and a term paper. Attendance at concerts of choral music will be arranged. Some facility with music and music notation is helpful but not required; a love of listening to music is most important!

#### **A MUS 115 Jazz: America's Music (3)**

An overview of the history of Jazz, its origins and evolution. Emphasis will be placed on the music of well-known Jazz performers and composers. Numerous illustrations, listening examples and other appropriate materials will be included as part of the course content.

#### **A MUS 122 Music Appreciation: Engaging Creatively with Music (3)**

An introduction to analysis and theory through exposure to selected classical and popular Music. Concepts of rhythm, melody, harmony, and form will be explored in a variety of historical and modern musical styles. Students will attend concerts in the Performing Arts Center in conjunction with classroom activities and discussion, write a concert report, and present on music of their choice using vocabulary learned in the course.

#### **A MUS 202 (formerly A CAS 202) Understanding the Arts (3)**

Interdisciplinary course designed to foster an awareness and understanding the significance of major works of Western art, music, and literature. Special attention will be given to the influences of the Middle East, Asia, Africa, and South America placing Western art in a global perspective. Students will gain skills in perceiving and analyzing works of art drawn from various periods and cultures. Artistic genres to be covered include: music, visual arts including cinema and architecture, and literary arts.

#### **A MUS 208 Introduction to Opera (3)**

Defining the medium, its premises and problems, its gradual formation through history, and its function as a dramatic art form. Only one of A MUS 208 or 338 may be taken for credit.

#### **A MUS 209 (= A AFS 209) Black American Music (3)**

An introduction to Black American Music. Study will include music from West Africa as well as musical/social influences throughout American History. Musical styles will include spirituals,

gospel, blues, jazz and classical. Only one version of A MUS 209 may be taken for credit.

#### **A MUS 212 Chamber Music (3)**

History of the musical literature for small instrumental ensembles; the trio sonata, the divertimento, the string quartet, and other forms of chamber music. Prerequisite(s): one 100 or 200 level music lecture course or equivalent experience.

#### **A MUS 213 Survey of Symphonic Music (3)**

Study of symphonic literature. The growth of the orchestra, symphonic forms and major symphonies. Only one of A MUS 213 or 313Z may be taken for credit.

#### **A MUS 214 American Music (3)**

This course explores the history of music in the United States through the prism of the nation's most persistent cultural issue, race relations. From the earliest transatlantic contacts to the present day, the act of music-making is viewed as a complex response to both the inherited traditions of Europe and Africa and a changing environment. Topics include spirituals, gospel, and Protestantism; minstrelsy and the entertainment industry; nationalism and the symphony; experimental music of the 20<sup>th</sup> century; and vernacular genres such as folksong and the blues. Only one of A MUS 214, T MUS 214 or A MUS 334 may be taken for credit.

#### **T MUS 214 American Music (3)**

Formerly A MUS 214H. T MUS 214 is the Honors College version of A MUS 214. Only one of A MUS 214, T MUS 214, or A MUS 334 may be taken for credit.

#### **A MUS 216/216Z (= A LCS 216/216Z) Music and Society in Latin America: Past and Present (3)**

This course will deal with two basic issues: the evolution of musical thought throughout Latin America from pre-Hispanic times to the present, and the relationship between musical manifestations and the prevailing social order in which those activities took place. Only one version of A MUS 216 may be taken for credit.

#### **T MUS 216 (= T LCS 216) Music and Society in Latin America: Past and Present (3)**

T MUS 216 is the Honors College version of A MUS 216; only one may be taken for credit.

#### **A MUS 217 (= A WSS 217) Women and Music (3)**

An examination of the contributions of women in music through a historical survey of Western art music and a brief survey of popular and non-Western music. Works by women composers as well as other phases of women's activities as musicians will be studied. Live performances and interviews will be arranged when possible. Only one version of A MUS 217 may be taken for credit. May not be offered in 2018-2019.

#### **A MUS 218 Special Topics in Music (1-4)**

Consult fall and spring schedule of classes for specific topics. May be repeated for credit if content varies.

**A MUS 219 Rock Music in Historical Perspective (3)**

This course surveys rock styles from the 1950s through the early 1990s focusing on records and their historical context. The material covers a broad range of artists and topics representing rock's stylistic diversity and cultural significance. In addition to historical analysis, emphasis will be placed on active listening with an ear for elements of record production as well as musical style. Only one of A MUS 219 or 319Z may be taken for credit.

**A MUS 223 Modern Jazz: Bebop to Free Jazz and Beyond (3)**

This course will explore the major composer/performers and musical ideas of this improvisatory art form, with an emphasis on Charlie Yardbird Parker and his influence on the post-bop, modal and impressionistic forms that followed in the music of Miles Davis, John Coltrane, and Ornette Coleman. It will survey special topics including singers, Latin Jazz, Jazz Fusion, the creative movements from Chicago, and current trends. Only one of A MUS 223, T MUS 223 or A MUS 323 may be taken for credit.

**T MUS 223 Modern Jazz: Bebop to Free Jazz and Beyond (3)**

T MUS 223 is the Honors College version of A MUS 223. Only one of A MUS 223, T MUS 223 or A MUS 323 may be taken for credit.

**A MUS 226 Hip Hop Music and Culture (3)**

This course examines the evolution of Hip Hop music and culture (Graffiti art, B-Boying [break-dancing], DJ-ing, and MC-ing) from its birth in 1970s New York to its global and commercial explosion in the late 1990s. Students learn to think critically about both Hip Hop culture, and about the historical and political contexts in which Hip Hop culture took, and continues to take, shape. Particular attention is paid to questions of race, gender, authenticity, consumption, commodification, and globalization.

**A MUS 229 Jazz Fusion: History and Repertory (3)**

This course will trace the evolution of the musical genre called jazz fusion, which emerged from the meeting, in the late 1960s and 1970s, of jazz, rock, blues, and funk, using listening examples, video clips, narratives and musical criticism. The role of its initial guiding force, Miles Davis, will be explored, along with the work of those who influenced its beginnings: British blues-inflected rock and Jimi Hendrix, American blues, rhythm and blues, and early funk. Particular attention will be on the participants in Miles Davis' seminal "Bitches Brew" sessions and early touring bands — and the groups that they spawned, including Herbie Hancock, Joe Zawinul, Wayne Shorter, John McLaughlin, and Chick Corea. Only one of A MUS 229 or 329 may be taken for credit.

**A MUS 300 (formerly A MUS 230) Early Music (3)**

An in-depth study of the musical traditions of Europe from antiquity to ca. 1750 with an emphasis on the evolution of notation. Topics include music of the Church, Ars Nova, courtly love tradition, Renaissance polyphony, Baroque

opera, Vivaldi, and Bach. Prerequisite(s): A MUS 100. Offered fall semester only.

**A MUS 301 (formerly A MUS 231) Music History: Common Practice Era (3)**

Formerly A MUS 231. An in-depth study of the musical culture of Europe from the 18<sup>th</sup> through early 20<sup>th</sup> centuries with an emphasis on score reading. Topics include opera seria and buffa; Viennese classicism from Mozart to Beethoven; Romanticism from Schubert to Wagner and Verdi; and modernists Schoenberg, Stravinsky, and Bartok. May not be taken for credit by students with credit for A MUS 231. Prerequisite(s): A MUS 100. Offered spring semester only.

**A MUS 313Z Survey of Symphonic Music (3)**

Study of symphonic literature. The growth of the orchestra, symphonic forms and major symphonies. Covers the same material as A MUS 213, but on a more advanced level. In addition to all other course work, students do music analysis, readings in musicology, and a research paper in consultation with the instructor. Only one of A MUS 213 or 313Z may be taken for credit. Prerequisite(s): A MUS 230 and A MUS 301.

**A MUS 316 The American Piano: Rachmaninoff to Rock and Roll (3)**

A study of the piano in American society: as a vehicle for different musical styles and idioms; as an economic force in 19<sup>th</sup> and 20<sup>th</sup> century America, as an element of domestic and social life, as a career path; as a tool for teaching and learning; as a status symbol; and as entertainment. The course will explore different styles of piano music: composed and improvisatory; classical, jazz, pop, and rock. Students will compile short profiles of piano composers and performers, presenting them to the class both orally and in writing, and illustrating them with audio and video recorded performances. Each student will write a 15-20 page paper as a final project, and make an oral presentation to the class based on the final project. Students may also perform selections from the repertory studied.

**A MUS 319Z Rock Music in Historical Perspective (3)**

This course surveys rock styles from the 1950s through the early 1990s focusing on records and their historical context. The material covers a broad range of artists and topics representing rock's stylistic diversity and cultural significance. In addition to historical analysis, emphasis will be placed on active listening with an ear for elements of record production as well as musical style. Covers the same material as A MUS 219, but on a more advanced level. In addition to all other course work, students do music analysis, readings in musicology, and a research paper in consultation with the instructor. Only one of A MUS 219 or 319Z may be taken for credit. Prerequisite(s): A MUS 100 or permission of the instructor.

**A MUS 323 Modern Jazz: Bebop to Free Jazz and Beyond (3)**

This course will explore the major composer/performers and music ideas of this improvisatory art form, with an emphasis on Charlie Yardbird Parker and his influence on the post-bop,

modal and impressionistic forms that followed in the music of Miles Davis, John Coltrane, and Ornette Coleman. It will survey special topics including singers, Latin Jazz, Jazz Fusion, the creative movements from Chicago, and current trends. Covers the same material as A MUS 223 but on a more advanced level. In addition to course work required in A MUS 223, students engage in musical analysis, additional readings in musicology, and complete a more extensive final paper. Only one of A MUS 223, T MUS 223, or A MUS 323 may be taken for credit.

**A MUS 325 Analog and Digital: The Culture of Electronic Musical Composition (3)**

An integrated approach to the history, theories, and aesthetics of electronic music and sound art, including basic acoustics, compositional techniques, and sensitive listening skills. Topics will be considered within historical and cultural context. Prerequisite(s): A MUS 100 or permission of the instructor.

**A MUS 329 Jazz Fusion: History and Repertory (3)**

This course will trace the evolution of the musical genre called jazz fusion, which emerged from the meeting, in the late 1960s and 1970s, of jazz, rock, blues, and funk, using listening examples, video clips, narratives and musical criticism. The role of its initial guiding force, Miles Davis, will be explored, along with the work of those who influenced its beginnings: British blues-inflected rock and Jimi Hendrix, American blues, rhythm and blues, and early funk. Particular attention will be on the participants in Miles Davis' seminal "Bitches Brew" sessions and early touring bands — and the groups that they spawned, including Herbie Hancock, Joe Zawinul, Wayne Shorter, John McLaughlin, and Chick Corea. Covers the same material as A MUS 229 but on a more advanced level. In addition to course work required in A MUS 229, students engage in musical analysis, additional readings in musicology, and complete a more extensive final paper. Only one of A MUS 229 or A MUS 329 may be taken for credit.

**A MUS 332 (= A JST 332; formerly A MUS 225 & A JST 215) Music of the Jewish People (3)**

A survey of significant features and trends emerging from the evolving history, musical literature, and aesthetics of Jewish musical expression. Issues to be addressed include musical implications of the multi-national, multi-ethnic nature of Jewish peoplehood; the complex interplay between Jewish identity and musical expression; the multi-faceted nature of the term "Jewish", and the dynamic interaction between Jewish communities and surrounding host cultures, as diverse influences have been perpetually refracted through the lens of the Jewish experience. Course work will include listening, reading and writing assignments, integrated within a lecture and discussion format. Only one version A MUS/A JST 332, A MUS 225 or A JST 215 may be taken for credit. May not be offered in 2018-2019.

**A MUS 334 Survey of American Music (3)**

This course explores the history of music in the United States through the prism of the nation's most persistent cultural issue, race relations.

From the earliest transatlantic contacts to the present day, the act of music-making is viewed as a complex response to both the inherited traditions of Europe and Africa and a changing environment. Topics include spirituals, gospel, and Protestantism; minstrelsy and the entertainment industry; nationalism and the symphony; experimental music of the 20<sup>th</sup> century; and vernacular genres such as folksong and the blues. Students complete all the requirements for A MUS 214, plus additional readings, written work, and presentations. Only one of A MUS 214, T MUS 214 or A MUS 334 may be taken for credit. Prerequisite(s) A MUS 100.

**A MUS 335/335W/335Y/335Z Music Since 1900: Art and the Popular (3)**

This course examines the reciprocal relationship between “high” and “popular” culture during the past hundred years. Twentieth century art music topics such as atonality, nationalism and minimalism will be considered in conjunction with vernacular genres such as folk music and Tin Pan Alley. The effects of mass-mediation and technology on aesthetics and perception will be explored through writings by composers, critics and sound artists as well as assigned listening. Additional topics include the culture industry, modernism, the experimental tradition, and the music appreciation movement. Class format is based on lectures, discussion, oral presentations and independent writing projects. Only one version of A MUS 335 may be taken for credit. Prerequisite(s): A MUS 100 or permission of instructor.

**A MUS 336/336W/336Y/336Z (= A WSS 336/336W/336Y/336Z) Representations: Music, Gender, Race, and Class (3)**

This course will examine portrayals of gender, race and class across a wide range of musical media, including film, opera, theater and song. Through a series of theoretical readings and listening/viewing assignments, we will investigate historical and contemporary issues concerning self-representation and the representation of others. Who has the right to speak, and for whom? How can music convey ideas about identity? The many ways music communicates meaning will be explored through lectures, discussion, small-group presentations, and independent writing projects. Only one version of A MUS 336 may be taken for credit. Prerequisite(s): A MUS 100 or permission of instructor. May not be offered in 2018-2019.

**A MUS 338 Survey of Opera (3)**

An introduction to the forms and conventions of musical dramas. Selected works from its Florentine beginning through the 20<sup>th</sup> century. Video presentations and live performances will be arranged when possible. Only one of A MUS 208 or 338 may be taken for credit. Prerequisite(s): A MUS 100.

**A MUS 340 Film Sound, Music, and Musicals (3)**

This course explores the hundred-year history of music’s use in cinema from live accompaniment of silent film to synchronized soundtracks and digital technologies. Students will develop basic tools for analyzing audio-visual relationships and examine landmark uses of film sound

and music in the context of technological and industry developments. We will explore major composers such as Max Steiner, Bernard Herrmann, and John Williams, pop-based compilation scores, the introduction of Dolby noise reduction, and cultural analysis of the Hollywood musical. The objective is to develop a comparative understanding of the function and aesthetics of music and sound in cinema from its earliest days to the present. Prerequisite(s): A MUS 100 or permission of the instructor.

**A MUS 451 (= A AFS 451) Jazz, Identity and the Human Spirit (3)**

This course will explore issues of identity, spirituality, entrepreneurship, cultural transmission and politics viewed through the lens of the musical tradition called jazz. Topics will include saxophonist John Coltrane’s musical-spiritual search, the musical-mythos of bandleader Sun Ra, musician-led organizations and movements with a focus on the Chicago-based Association for the Advancement of Creative Music (AACM), jazz and social protest, ideas about black experimentalist traditions and controversies about the use of electronics in the work of Miles Davis and Herbie Hancock, the cultural roots of jazz and questions about the nature of musical genres and boundaries. The course will include lecture, listening, small group presentations and class discussion. Only one version of A MUS 451 may be taken for credit.

**A MUS 495 Research Seminar (3)**

A capstone course focused on writing about music from historical and theoretical perspectives. Discussion and analysis of seminal readings and repertory are based on skills and conceptual tools acquired through prior coursework in the major. Strategies for critical writing about music will be developed through examination of current methodologies and resources. The course culminates in the development of a substantial independent research project, which may include a performative component. May be repeated for credit when content varies. Prerequisite(s): A MUS 247 and A MUS 301.

**Music Theory**

**A MUS 110 Rudiments of Music (3)**

Consideration of the rhythmic, melodic and harmonic elements of music through writing, dictation and analysis of rhythm, modes, intervals, keys, scales, triads in progression and form. Analysis of a variety of musical styles. Previous musical experience helpful but not necessary. Students with credit for A MUS 245 will not, subsequently, receive additional credit for A MUS 110. A MUS 110 and 245 may not be taken concurrently.

**A MUS 245 Theory I (4)**

An examination of fundamental materials basic to tonal music, including chord structures, harmonic function, and simple part-writing with root position diatonic chords. Introduction to musical notation software. Ear-training, keyboard, and sight-singing work coordinated with written and analytical work. A MUS 110 and 245 may not be taken concurrently. Corequisite(s):

A MUS 265 unless piano competency has been passed. Both A MUS 245 and A MUS 265 are offered in fall semester only.

**A MUS 247 Theory II (4)**

Part-writing with inverted triads and seventh chords, introduction to form through cadential types, nonharmonic tones, secondary (applied) chords. Ear-training, keyboard, and sight-singing work coordinated with written and analytical work. Prerequisite(s): A MUS 245. Offered spring semester only.

**A MUS 265 Keyboard Harmony and Performance (2)**

A course aimed at developing basic keyboard skills, including hand technique, grand staff reading, and keyboard harmony. The course is reserved primarily for students enrolled in A MUS 245 (Theory I), which forms the theoretical basis for the keyboard work. Assignments include root position triads and seventh chords in every key, harmonizing major and minor scales, and seventh chords in chorales, as well as solo and duet repertoire and sight reading. The course is a corequisite for A MUS 245 and must be taken simultaneously; however, students already possessing sufficient keyboard skills may be exempted by placement examination. May not be taken by students with credit for A MUS 165 or 166. Corequisite(s): A MUS 245; must be completed before taking A MUS 345.

**A MUS 345 (formerly A MUS 240) Theory III (4)**

Modulation and form, mode mixture, Neapolitan and augmented sixth chords and an introduction to fugal analysis. Ear-training, keyboard, and sight-singing coordinated with written and analytical work. Prerequisite(s): A MUS 247. Offered fall semester only.

**A MUS 347 (formerly A MUS 242) Theory IV (4)**

Advanced chromatic harmony including enharmonic modulation and other chromatic techniques. Study of sonata form from a harmonic point of view. Recent compositional techniques including set theory and serialism. Ear-training, keyboard, and sight-singing work coordinated with written and analytical work. Prerequisite(s): A MUS 345. Offered spring semester only.

**A MUS 352 Tonal Counterpoint**

The art of combining musical lines in a tonal idiom. Analysis of models from the literature of the 18<sup>th</sup> and 19<sup>th</sup> centuries. Prerequisite(s): A MUS 247.

**A MUS 455Y Form and Analysis of Tonal Music (3)**

Analysis of selected works of instrumental and vocal literature and their compositional techniques, with emphasis on the important formal types. Prerequisite(s): A MUS 345.

**Composition**

**A MUS 321 Composition I (3)**

Individual instruction in the fundamentals of music composition. Prerequisite(s): A MUS 245 or equivalent and permission of instructor.



**A MUS 322 Advanced Composition (3)**

A continuation of studies initiated in A MUS 321. Credit does not apply toward departmental programs in composition or music technology. May be repeated for a total of 12 credits. Prerequisite(s): A MUS 321 and permission of instructor.

**A MUS 327 Computer Applications in Music I (3)**

This course provides students with practical experience using music notation software and MIDI arranging. May not be taken by students with credit for A MUS 227. Prerequisite(s): A MUS 245.

**A MUS 333 Songwriters and Songwriting (3)**

This course delves into the nuts and bolts of songwriting in several popular idioms. All aspects of music and lyric writing will be explored using songs from the popular repertory as models. The learning will be active, a combination of analysis and composition.

**A MUS 350 Orchestration I (3)**

Basic instrumental techniques, principles of orchestration and scoring for various instrumental ensembles. Prerequisite(s): A MUS 247.

**A MUS 395 (formerly A MUS 295)  
Audio Recording Fundamentals (3)**

Formerly A MUS 295. A hands-on introduction to sound recording equipment and recording/mixing techniques. In addition to recording projects, course work includes readings in audio production fundamentals and analysis of landmark recordings. May not be taken for credit by students with credit for A MUS 295. Prerequisite(s): A MUS 100.

**A MUS 420 Composition II (3)**

Individualized instruction in musical composition to develop technical skills in creative expression. Limited to department majors in composition. May be repeated for a total of 12 credits. Prerequisite(s): A MUS 321.

**A MUS 426 (= A ART 426 & A THR 426)  
Music Composition in Electronic Media I (3)**

An introduction to compositional and studio techniques for electronic music composition. Students will gain exposure to digital audio editing and sequencing, basic signal processing, and relevant musical structures. Projects will reflect a variety of aesthetic approaches and disciplines from experimental traditions, sound art, multimedia, and more popular forms. Only one version of A MUS 426 may be taken for credit. Prerequisite(s): A MUS 100 or permission of instructor.

**A MUS 427 (= A ART 427 & A THR 427)  
Music Composition in Electronic Media II (3)**

This course is an advanced seminar in sound design, audio art, electronic musical composition, and related fields, with an emphasis on evaluation and discussion of creative studio work produced by students. A continuation of studies initiated in A MUS 426/A ART 426, with a focus on advanced techniques and aesthetics. Only one version of A MUS 427 may be taken for credit. Prerequisite(s): A MUS 426, A ART 426, A THR 426 or permission of instructor.

**A MUS 428 (= A ART 428 & A THR 428)  
Sound Design for Film, Theatre, and Media (3)**

Studio projects grounded in theory and history of sound and musical composition for multimedia fields, among them film, video, and theater. Students will work on original studio projects in a variety of disciplines. Only one version of A MUS 428 may be taken for credit. Prerequisite(s): at least one of the following: A MUS 426, A ART 426, A THR 426, A ART 282, A ART 383, A DOC 406, A HIS 406, or permission of instructor.

**A MUS 429 (= A ART 429 & A THR 429)  
Seminar in Musical Improvisation II (3)**

An introduction to the skills and aesthetics of musical improvisation across multiple musical genres. The course will span the needs and interests of students with both limited and extensive experience with improvisation. Individual and collective improvisational forms will be explored. This course may be repeated twice for credit. Prerequisite(s): A MUS 100 or permission of instructor.

*Performance Classes*

**A MUS 360 Conducting I (3)**

Introduction to the elements of conducting, including score-reading, baton technique and aural perception. Emphasizes choral and orchestral literature of the 18<sup>th</sup> and 19<sup>th</sup> centuries. Concurrent participation in a university ensemble is required. Prerequisite(s): A MUS 247 or permission of instructor.

**A MUS 361 Conducting II (Choral) (3)**

Individual instruction in conducting. Further study of baton technique, rehearsal techniques, ensemble vocal techniques, and score study, covering literature of a broad spectrum but emphasizing the literature performed by department ensembles. Concurrent enrollment in an appropriate ensemble is required. Conducting and/or assisting with an ensemble may be part of a student's work. Prerequisite(s): A MUS 360; A MUS 347 or concurrent enrollment therein; A MUS 270 or concurrent enrollment therein; and permission of instructor.

**A MUS 373 String Instruments I (3)**

Performance on the string instruments. Course includes the basic techniques and the fundamental problems involved in playing and teaching the violin, viola, cello and contrabass. Open to all students who can read music. Prerequisite(s): permission of instructor.

**A MUS 375 Analysis and Synthesis:  
The Performer's World (3)**

This course is designed for students who are performance majors or have considerable experience performing on their major instrument. We will dive into the world of preparing for a performance: repertoire selection and programming skills; practice habits and theoretical analysis; memorizing and performance anxiety; and lastly, program note writing and lecture/recitals. Music will be analyzed in detail and put into its historical context before the synthesis of performance can take place. Topics will vary from term

to term and will be chosen to reflect the interests and instruments of the people in the class. The class will attend concerts en masse and discuss them. Each student's final project will consist of a presentation in the Recital Hall, which will include a performance, written document, and lecture to the class. Prerequisite(s): A MUS 245 or permission of the instructor.

**A MUS 461 Conducting III (Choral) (3)**

Advanced individual instruction in choral conducting. Further study of the areas defined in A MUS 361. Concurrent enrollment in an appropriate ensemble is required. Students at this level will be expected to function as assistant conductors of an ensemble. Normally, students will give a conducting recital at the end of their senior year, or participate as conductor in recitals several times over the year. Prerequisite(s): A MUS 361 at B- or better; concurrent enrollment in an appropriate ensemble; and permission of instructor.

*Performance Study*

The study of keyboard, voice or orchestral instruments. Secondary Performance Study is available for majors or minors and students in performing ensembles when funding or scheduling permits. Major Performance Study is limited to music majors accepted into the Departmental Program in Performance. Both Major and Secondary Performance Study require concurrent enrollment in an appropriate performing ensemble (keyboard & guitarists excepted) and permission of the instructor and the department chair.

**A MUS 170 Secondary Performance (1)**

May be repeated for credit.

**A MUS 178 Major Performance Study I (3)**

**A MUS 270 Secondary Performance (3)**

May be repeated for credit.

**A MUS 278 Major Performance Study II (3)**

Prerequisite(s): A MUS 178.

**A MUS 378 Major Performance Study III (3)**

Prerequisite(s): A MUS 278.

**A MUS 379 Major Performance Study IV (3)**

Prerequisite(s): A MUS 378.

**A MUS 478 Major Performance Study V (3)**

Prerequisite(s): A MUS 379.

**A MUS 479 Major Performance Study VI (3)**

Prerequisite(s): A MUS 478.

*Performing Ensembles*

Open to all students by audition except where noted otherwise. May be repeated for credit.

**A MUS 180 Chamber Ensembles (1)**

**A MUS 181 Marching Band (1)**  
S/U graded. Fall only.

**A MUS 182 University Percussion Ensemble (1)**

**A MUS 183 Pep Band (1)**  
S/U graded. Spring only.

**A MUS 184 University-Community Jazz Ensemble (1)**

**A MUS 185 University-Community Symphony Orchestra (1)**

**A MUS 186 University-Community Symphonic Band (1)**

**A MUS 187 University-Community Chorale (1)**  
No audition required.

**A MUS 287 University Chamber Singers (2)**

### *Additional Course Areas*

**A MUS 315 (= A THR 315) Arts Management (3)**

An overview of the conceptual and practical management structures and systems in professional, not-for-profit arts and cultural organizations. The course focuses on areas of prime importance to the arts manager: organizational structure, planning, board/staff leadership, programming and budgeting. Term project required. Only one version of A MUS 315 may be taken for credit. Prerequisite(s): permission of instructor. May not be offered in 2018-2019.

**A MUS 398 Special Topics in Music (1-4)**

Subject matter varies. Consult fall and spring schedule of classes for specific topics. May be repeated for credit when content varies. Prerequisite(s): permission of instructor.

**A MUS 490 Internship in Music (1-4)**

Opportunities for qualified individual students for training in an internship capacity with respected professional organizations. Students write an internship report under the direction of a faculty member. May be repeated for credit to a maximum of 12 credits provided the internship offers different learning and training. Prerequisite(s): music major and permission of department chair. S/U graded.

**A MUS 497 Independent Study (1-4)**

Intensive study in areas of specific interest to the music major. This restricted offering represents a culmination of concentration in one of the designated programs and serves as a basis for further study at the graduate level. The project report is completed under the direction of a staff member. May be repeated for credit. Prerequisite(s): music major and permission of department chair.

### **Courses in Theatre**

**A THR 101 Production Practicum I (1)**

Laboratory participation in production crew activities on the departmental shows. Examples of these basic crew assignments are scenery, publicity, paint, props, electrics, costumes, etc.

Assignments are coordinated by the Technical Supervisor each semester. A total of 6 credits from A THR 101, A THR 102, A THR 201, A THR 202, A THR 301, and A THR 302 are required of Theatre majors. Only 3 credits of A THR 102, A THR 202, and A THR 302 may be applied toward the major. Repeatable up to 6 credits. A maximum total of 12 credits from A THR 101, A THR 102, A THR 201, A THR 202, A THR 301, and A THR 302 may be applied toward graduation. Prerequisite(s): permission of instructor.

**A THR 102 Production Practicum I A (1)**

Laboratory participation as an actor in the rehearsal and performance of a departmental show. Enrollment is contingent on a successful audition. Assignments are coordinated by the Director of Performance each semester. A total of 6 credits from A THR 101, A THR 102, A THR 201, A THR 202, A THR 301, and A THR 302 are required of Theatre majors. Only 3 credits of A THR 102, 202, and A THR 302 may be applied toward the major. Repeatable up to 6 credits. A maximum total of 12 credits from A THR 101, A THR 102, A THR 201, A THR 202, A THR 301, and A THR 302 may be applied toward graduation. Prerequisite(s): permission of instructor.

**A THR 107/107Z Introduction to Dramatic Art (3)**

The components of dramatic art; attention to the contributions of acting, script, makeup, scenery, lighting, sound, music and architecture to the theatre as a unified creative expression. Only one version of A THR 107 may be taken for credit.

**A THR 120 Understanding Design for the Performing Arts (3)**

An introduction to the creative and historical processes, principles, and practices of design for the performing arts. Using theatre as the primary form, this course provides an overview of scenery, lighting, costuming, sound, and special effects, examining how each plays a role in defining resolutions to the major issues of live performance design. May not be offered 2018-2019.

**A THR 121 Play Analysis (3)**

Study and practice of analytical tools and critical approaches that help students appreciate plays as informed readers and spectators of theatrical works. Examination of methods of script analysis from the perspective of theatre practitioners.

**T THR 121 Play Analysis (3)**

T THR 121 is the Honors College version of A THR 121; only one version may be taken for credit.

**A THR 135 Introduction to Technical Theatre (4)**

Examination of the elements of technical theatre, including function and coordination of theatre architecture, scenery, lighting, costume and props. Three hours of lecture, plus assigned laboratory sessions.

**A THR 138 Yoga (3)**

The emphasis of this course will be on the physical aspect of yoga practice: asana practice. Asana practice of yoga seeks to integrate mind

and body through the use of breath and physical postures. Benefits include: increased concentration and focus, greater flexibility and strength, improved posture, coordination and increased energy and deep relaxation. There will be an introduction to various pranayama (breathing) techniques, along with some chanting and meditation practice. Some experiential anatomy will be taught and applied to the practice of the yoga postures. An aspect of yoga practice is on challenging preconceptions of who we are, and evolving as human beings. Offered through the University in the High School Program only.

**A THR 201 Production Practicum II (2)**

Laboratory participation in production crew activities on the departmental shows. Examples of these intermediate level crew assignments are Run Crew, Wardrobe Crew, Makeup Crew, Light Board Operator, Sound Board Operator, etc. Assignments are coordinated by the Technical Supervisor each semester. A total of 6 credits from A THR 101, A THR 102, A THR 201, A THR 202, A THR 301, and A THR 302 are required of Theatre majors. Only 3 credits of A THR 102, A THR 202, and A THR 302 may be applied toward the major. Repeatable up to 6 credits. A maximum total of 12 credits from A THR 101, A THR 102, A THR 201, A THR 202, A THR 301, and A THR 302 may be applied toward graduation. Prerequisite(s): permission of instructor.

**A THR 202 Production Practicum II A (2)**

Laboratory participation as an actor in the rehearsal and performance of a departmental show. Enrollment is contingent on a successful audition. Assignments are coordinated by the Head of Performance each semester. A total of 6 credits from A THR 101, A THR 102, A THR 201, A THR 202, A THR 301, and A THR 302 are required of Theatre majors. Only 3 credits of A THR 102, A THR 202, and A THR 302 may be applied toward the major. Repeatable up to 6 credits. A maximum total of 12 credits from A THR 101, A THR 102, A THR 201, A THR 202, A THR 301, and A THR 302 may be applied toward graduation. Prerequisite(s): permission of instructor.

**A THR 203 Crafting Solo Performance (3)**

A workshop in the creation of solo performance pieces. By studying the work of a diverse group of contemporary theater artists, and using their examples, students will craft solo pieces that they will perform in class. Geared towards both writers and performers, students will hone skills of written, verbal, and physical expression, and will develop an individual process and professional tools for creating and refining a theatrical work, as they build towards a public performance showcase of solo pieces. No previous experience with playwriting or acting is required.

**A THR 204 American Musical Theatre (3)**

This course explores the evolution of musical theatre, identifying the social changes that caused the art form to evolve and grow. From the earliest musicals of the 1900's to Broadway's newest sensation today, the American musical reflects a changing society, both in the diversity of the stories it tells, and in the innovation of

its storytelling. In addition to reading and lecture, emphasis will be placed on viewing archival video to track the significant creative and technological advances of the American musical. Topics include racial, gender, sexual, and cultural influences; popular music and rock and roll; and the business of Broadway.

#### **A THR 205 Musical Theatre Acting I (3)**

This course is designed to aid performers in gaining the necessary skills and techniques to perform and audition for professional musical theatre. The performers will learn how to act a song, do thorough song and character analysis, and work on vocal quality. By the end of the course, the performer will have four new solo pieces that can be performed and used at auditions plus they will have worked on callbacks. Prerequisite(s): permission of instructor; students must audition to take this class.

#### **A THR 206 Musical Theatre Dance Styles (3)**

This course is designed to prepare the musical theatre performer for a professional career in musical theatre by expanding their musical theatre dance capabilities. Performers will learn styles of dance from choreographers such as George Balanchine, Michael Bennett, Gower Champion, Agnes de Mille, Ron Field, Bob Fosse, Peter Gennaro, Michael Kidd, Jerry Mitchell, Kathleen Marshall, Rob Marshall, Susan Stroman, Tommy Tune, Jerome Robbins, Onna White, Bill T. Jones, Ron Ashford and Andy Blankenbuehler. Students will work on perfecting technique; however, this is not a class about learning technique. This class is about learning style of dance, how to sell it and how to give a good musical theatre dance audition.

#### **A THR 208 Tap Dance (3)**

This course is designed for students with some background in tap dance. This course will review basic elements and steps of tap dancing and introduce intermediate moves. The course will consist of a warm-up, extended barre, and center floor work. Combinations of steps with and without music will be used to understand rhythm, syncopation, and timing. Students will learn the correct foot and body placement and alignment in this style of dance. Prerequisite(s): audition required.

#### **A THR 209 Jazz Dance (3)**

This course is designed to give the student a comprehensive introduction to jazz techniques. Emphasis will be placed on breathing, placement, and positions of the feet and general awareness of the body. Basic technical elements will include plié, tendu, ronde de jambe, isolations, battement, pas de bourrée, sissonne, chasse, jeté, pirouette, chainés turns, Chassé En Tournant, Saut De Chat Jeté, Across-The-Floor Combinations. The early part of the semester will focus on technical elements. After an understanding of basic technique is achieved, dance combinations will be introduced to the class in order to apply the techniques learned at center floor. Each class will begin with a set center-floor warm-up and continue with a series of technique building exercises stressing a strong center, turns, leaps, and jumps. Prerequisite(s): audition required.

#### **A THR 211 Hip-Hop Dance (3)**

This course is designed to focus on foundations and origins of hip-hop dance and street dance culture, and the journey to today's current definitions of hip-hop and freestyle dance. The class will be explored primarily through movement participation by the students with dance instruction, drills, and routines demonstrated by the instructor, plus related video/YouTube assignments, and/or guest instructors. Students will be challenged and encouraged to understand and apply historical and practical knowledge of hip-hop. Prerequisite(s) audition required.

#### **A THR 220 Contemporary Theatre (3)**

This is a survey course outlining the most significant trends and developments in contemporary western drama, theatre, and theory from the late 20<sup>th</sup> century to today. Readings change to keep the course abreast of current developments. The purpose of the class is to gain both an understanding and an experience of contemporary drama and performance via readings and by viewing and analyzing filmed and live productions.

#### **A THR 221 Theatre History I (3)**

This is a survey of dramatic literature and theatrical art in ancient Greece and Rome, Asia, and Medieval and Renaissance/Neoclassical Europe, focusing on the most significant developments in theatre architecture, stagecraft and scene design, acting styles and techniques, dramatic structure and genres, audience and patronage. In addition, the class also studies the accomplishments of great theatre artists (architects, designers, actors, directors, etc.) and dramatists and discusses their contributions in a social-historical context that extends beyond the theatre. The course includes introductory material to provide a foundation for further study in dramatic literature and theatre history. May not be taken for credit by students with credit for A THR 227.

#### **A THR 222 Theatre History II (3)**

A survey of the dramatic literature and theatrical art of Europe and the United States from the English Restoration to the present. May not be taken for credit by students with credit for A THR 227.

#### **A THR 223 Topics in Theatre History (1-3)**

Special topics selected to address particular needs and interest of intermediate studies. This course may be repeated once when content varies. Prerequisite(s): permission of instructor. May not be offered in 2018-2019.

#### **A THR 227 History of Theatre and Drama Survey (3)**

This is a survey of dramatic literature and theatrical art, focusing on the most significant developments in dramatic structure and genres, acting and directing styles and techniques, stagecraft and scene design, theatre architecture, audience and patronage. In addition, the class also studies the accomplishments of great theatre artists (dramatists, architects, designers, actors, directors, etc.) and discusses their contributions in specific social-historical contexts and across cultures. May not be taken by students with credit for A THR 221 or 222.

#### **A THR 228 Voices of Diversity in Contemporary American Theatre and Drama (3)**

Concentration on works which are often omitted from the theatrical canon because of their divergent aesthetic, ideological or sociological values. Selections will include, but not be limited to, dramas and creative contributions by African-Americans, Latinas and Latinos, Gays and Lesbians, and Native Americans. May not be offered in 2018-2019.

#### **A THR 230 Great Drama on Film and Video (3)**

A study of major works of drama through the ages with emphasis on their values as works of dramatic literature as well as crucial raw material for complex embodiment in theatre and film performance.

#### **A THR 235 Fundamentals of Theatrical Design (3)**

Exploration of the elements of design and principles of composition, especially as they relate to the visual aspects of theatre. Lectures will emphasize scenic and costume design, with projects, exercises and classroom discussions aimed at developing visual awareness and imagination.

#### **A THR 240Y Acting I (3)**

Development of an actor's instrument through the use of voice, body and imagination to create realistic behavior under given circumstances. Concepts taught include creative work habits, ensemble development, use of self, acting as interacting, rehearsal skills and action analysis. Exercises include improvisation and scripted. This course does not require previous acting experience and encourages students to take artistic risks as a first step in the department's acting sequence. Open to freshmen and sophomores only.

#### **A THR 249 Topics in Acting (1-3)**

Special topics and exercises selected to address particular needs and interests of intermediate students. The course may be repeated once when topic varies. Prerequisite(s): permission of instructor.

#### **A THR 250 Stage Makeup (1)**

Exploration of the art and technique of makeup design. Includes exercises in the technique of modeling the planes of the face. Special emphasis on understanding and applying the principles of chiaroscuro. Repeatable up to 3 credits. S/U graded.

#### **A THR 257 Topics in Dramatic Literature (1-3)**

Special topics selected to address particular needs and interests of intermediate students. This course may be repeated once when topic varies. Prerequisite(s): permission of instructor. May not be offered in 2018-2019.

#### **A THR 261 Folk Dance (1)**

An introduction to International Folk Dance. Dances from many countries and cultures will be taught and discussed. The course will prepare the student to join recreational folk dance groups and to participate in ethnic festivals. S/U graded. May not be offered in 2018-2019.

**A THR 264 Studio Skills (3)**

A practical approach to applying graphic techniques to the theatrical design process. The class will employ the use of rendering techniques, computer manipulation (Photoshop), and painting as a way to communicate visually and explore theatrical ideas. May not be offered in 2018-2019.

**A THR 265 Stage Properties (3)**

An introduction to various types of standard stage properties, the class focuses on prop fabrication techniques, as well as the practices of the Prop Master. Projects will explore materials and techniques typically used in theatre, and methods used in prop design and acquisition. Prerequisite(s): A THR 135 or permission of instructor. May not be offered in 2018-2019.

**A THR 266 Scene Painting (3)**

Students will be exposed to various types of standard scene painting techniques through a series of projects. These projects will teach students about the tools, materials, and painting methods used by scenic artists in professional theatre. Prerequisite(s): A THR 135 or permission of instructor. May not be offered in 2018-2019.

**A THR 268 Topics in Design and Technology (1-3)**

Special topics and projects selected to address particular needs and interest of intermediate students. This course may be repeated once when topic varies. Prerequisite(s): permission of instructor. May not be offered in 2018-2019.

**A THR 300 Plays in Process (3)**

This is a capstone course within the major and cannot be transferred in or substituted with any other course taken off-campus. It examines the arc of the dramatic event from its genesis in the mind of the playwright to its presentation before an audience. Particular attention is paid to the source material and its relationship to the development of the script as well as the production, including set, lighting, sound and costume design, directing and acting. Students are exposed, as directly as possible, to aspects of the creative process that makes theatre happen. It uses a combination of writing and discussion as a tool to achieve written proficiency in the field of theatre practice, research and criticism by analyzing, interpreting and evaluating written texts (plays, reviews, archival and documentary materials; critical, scholarly and theoretical articles), as well as performances and other artifacts. Prerequisite(s): permission of instructor.

**A THR 301 Production Practicum III (3)**

Laboratory participation in production crew activities on the departmental shows. Examples of these advanced crew assignments include Assistant Lighting Designer, Assistant Costume Designer, Assistant Director, Stage Manager, Master Electrician, Sound Engineer, Wardrobe Supervisor. Assignments are coordinated by the Technical Supervisor each semester. A total of 6 credits from A THR 101, A THR 102, A THR 201, A THR 202, A THR 301, and A THR 302 are required of Theatre majors. Only 3 credits of A THR 102, A THR 202, and A THR 302 may be applied toward the major. May be repeated once for credit. A maximum total of 12 credits

from A THR 101, A THR 102, A THR 201, A THR 202, A THR 301, and A THR 302 may be applied toward graduation. Prerequisite(s): permission of instructor.

**A THR 302 Production Practicum III A (3)**

Laboratory participation as an actor in the rehearsal and performance of a departmental show. Enrollment is contingent on a successful audition. Assignments are coordinated by the Head of Performance each semester. A total of 6 credits from A THR 101, A THR 102, A THR 201, A THR 202, A THR 301, and A THR 302 are required of Theatre majors. Only 3 credits of A THR 102, A THR 202, and A THR 302 may be applied toward the major. May be repeated once for credit. A maximum total of 12 credits from A THR 101, A THR 102, A THR 201, A THR 202, A THR 301, and A THR 302 may be applied toward graduation. Prerequisite(s): permission of instructor.

**A THR 303Z Playwriting I (3)**

Workshop dealing with the craft of playwriting. Focuses on preparing stage worthy one-act plays; some of these scripts may be considered for presentation in the Plays In Process Festival of new student plays. Limited enrollment. No previous playwriting experience is required.

**A THR 305 Stage Combat (3)**

This course is designed to familiarize students with the theory, history, and practice of theatrical combat, including unarmed (hand to hand combat), quarterstaff (traditional pole weapon made of wood), and rapier (a thin, sharp-pointed sword used for thrusting). Students will learn how to manipulate these weapons (unarmed, rapier and quarterstaff) in a safe and effective way, coordinating these techniques into choreography for the stage. Please note the blade on the rapier is dulled to the Society of American Fight Directors standard. Prerequisite(s): A THR 240 and A THR 339.

**A THR 309 History of Musical Theatre (3)**

This course offers a comprehensive historical and thematic study of American musical theatre, from its beginnings to contemporary offerings. In addition, the course considers the genres and styles that informed the evolution of musical theatre in America. Prerequisite: A THR 227, or permission of instructor. May not be offered in 2018-2019.

**A THR 314 Stage Management (3)**

Investigation into the theories and techniques of stage management, including a thorough examination of the varied functions and duties performed by stage managers in professional, educational, commercial, and community theatres. Prerequisite(s): A THR 135 or permission of instructor.

**A THR 315 (= A MUS 315) Arts Management (3)**

An overview of the conceptual and practical management structures and systems in professional, not-for-profit arts and cultural organizations. The course focuses on areas of prime importance to the arts manager: organizational structure, planning, board/staff leadership, programming and budgeting. Term project

required. Only one version of A THR 315 may be taken for credit. Prerequisite(s): permission of instructor. May not be offered in 2018-2019.

**A THR 319 Studies in Theatre History (3)**

Special topics selected to address particular needs and interest of advanced students. Individual syllabi vary depending on the specific subject matter covered in the course. Prerequisite(s): A THR 221 and A THR 222, or A THR 227, or permission of instructor. This course may be repeated once when topic varies.

**A THR 326 Studies in Shakespeare (3)**

Special topics selected to address particular needs and interests of intermediate students. A student may only receive credit for A ENG 346 and/or A THR 326 twice, and only if the content varies. Prerequisite(s): permission of instructor. May not be offered in 2018-2019.

**A THR 335 Theatrical Drafting (3)**

Study and practice of the professional techniques used in theatrical drafting. Topics will include geometry, conventions and symbols, dimensioning, scale, orthographics, pictorials, developments, and mechanical perspective, with attention to the development of fine motor skills and accuracy in hand drafting.

**A THR 339 Movement I (3)**

A studio class intended to deepen the understanding of your own moving body through the study of kinesthetic anatomy and somatic movement principles to guide exploration of creative movement and improvisation. Movement exercises will be designed to increase somatic awareness (strengthen the body-mind connection), improve skeletal alignment, increase muscular flexibility and strength, improve coordination, as well as develop movement vocabulary and expand conceptual definitions of movement/dance/art. Coursework includes readings in experiential anatomy, improvisation and performance, journals, video and live concert viewing, movement studies and a final performance project.

**A THR 340Y Acting II (3)**

Further development and exploration of the acting process, using the Sanford Meisner technique. Exercises include creating and rehearsing scenes and monologues drawn from the work of contemporary playwrights. Prerequisite(s): A THR 240.

**A THR 341Y Acting III (3)**

Approaches to the challenges of character. Action fundamentals developed in Acting II are combined with other methodologies to teach actors ways to play characters beyond their dispositional range. Particular emphasis is placed on character research, physical and vocal adjustments, and manipulation of the social mask. Scene work includes realistic plays outside the contemporary period and explores social behavior beyond the familiar. The goal of the course is to extend the actor's flexibility in preparation to play a wider range of dramatic literature. Prerequisite(s): A THR 340 and permission of instructor.

**A THR 343Y Voice (3)**

The study of voice production employing exercises in relaxation, breathing and resonance designed to liberate the individual's optimum natural voice. Exercises include projection in a variety of performance spaces and some text presentation. Prerequisite(s): permission of instructor.

**A THR 345 Movement II (3)**

Deepening of skills and practices explored in Movement I. In this semester, greater emphasis will be on evolving creative work toward performance, including site-specific work in coordination with University "theme" years. Coursework includes readings in performance and improvisation, video and live concert viewing, movement studies and a final piece for public viewing. Prerequisite(s): A THR 339 and permission of instructor.

**A THR 349 Audition Techniques and "Business" of Show Business (3)**

A professional acting studio focusing on the "business" of show business for actors. Focus will be on auditioning in theatre, as well as on camera. Guidelines for various audition formats, networking and career building will be explored and the building of an actor's repertoire of audition material. The course culminates in a professional performance jury. Prerequisite(s): A THR 340 and permission of instructor.

**A THR 360 Scenic Technology (3)**

Study of the theories and practices of scenic technology, and the application of drafting techniques to the communication of ideas. Topics include tools, materials, hardware, drafting processes, technical research and writing, and traditional construction and handling techniques. Prerequisite(s): A THR 135 and 335. May not be offered in 2018-2019.

**A THR 361 History of Decorative Styles (3)**

A survey of architecture, ornament, and period styles. The class explores the application of period research as it relates to choices made in set design for the theatre. May not be offered in 2018-2019.

**A THR 370 (= A PHY 370) Lighting Technology (3)**

Introduction to the physical properties of light and the technology used in entertainment lighting systems. Topics include the physics of light, electricity, color, optics, photometric calculations, equipment, and the interpretation of drafting and related paperwork. Only one version may be taken for credit. Prerequisite(s): A THR 135 or permission of instructor.

**A THR 371 Sound Technology (3)**

A study of the tools and techniques of sound technology, including reinforcement and reproduction as applied to theatrical production. Topics include the various types of equipment required to assemble and troubleshoot a complete sound system in a theatrical environment. Prerequisite(s): A THR 135 or permission of instructor. May not be offered in 2018-2019.

**A THR 380 History of Clothing Styles (3)**

An exploration of the history of western dress emphasizing the socioeconomic, political, and moral environment that produced historic modes of dress. May not be offered in 2018-2019.

**A THR 381 Costume Technology (3)**

Introduction to materials and techniques employed in preparation and building theatrical costumes. Topics include patterning, basic theatrical sewing, fabric, and fabric modification. Emphasis on application for theatrical production. Prerequisite(s): A THR 135 or permission of instructor.

**A THR 386 Costume Crafts (3)**

Intensive study of the techniques, materials, and tools used in the more specialized areas of theatrical costuming such as armor, hats, and jewelry. Emphasis on sculpting, casting, and fabric manipulation. Prerequisite(s): A THR 135. May not be offered in 2018-2019.

**A THR 397 Independent Study in Theatre (2-4)**

Directed reading and conferences on selected topics. A student may take the course once as strictly research and once as a production-related study, but not repeat one or the other. Prerequisite(s): junior or senior standing, and permission of instructor and program director.

**A THR 401 Production Practicum IV (3)**

Laboratory participation in production crew activities on the departmental shows. Examples of these major crew assignments include Lighting Designer, Scene Designer, Costume Designer, Scenic Artist, Technical Director, Prop Master, etc. Assignments are coordinated by the Head of Design and Technology each semester. May be repeated once for credit. Prerequisite(s): junior or senior standing, and permission of instructor.

**A THR 402 Production Practicum IV A (3)**

Laboratory participation as an actor in the rehearsal and performance of a departmental show. Enrollment is contingent on a successful audition. Assignments are coordinated by the Director of Performance each semester. May be repeated once for credit. Prerequisite(s): junior or senior standing, and permission of instructor.

**A THR 403Z Playwriting II (3)**

An advanced workshop designed to develop full length plays; some of these scripts may be considered for presentation in the Plays In Process Festival of new student plays. Limited enrollment. Prerequisite(s): A THR 303Z or permission of instructor.

**A THR 421 Dramaturgy (3)**

Study and interpretation of plays, dramatic theory, and research methods with special emphasis on the artistry of translating the written script into a theatrical production. A THR 121, 221, and 222 or permission of instructor.

**A THR 423 Topics in Theatre History (1-3)**

Special topics selected to address particular needs and interests of advanced students. This course may be repeated once when content varies. Prerequisite(s): permission of instructor. May not be offered in 2018-2019.

**A THR 426 (= A ART 426 & A MUS 426)**

**Music Composition in Electronic Media I (3)**

An introduction to compositional and studio techniques for electronic music composition. Students will gain exposure to digital audio editing and sequencing, basic signal processing, and relevant musical structures. Projects will reflect a variety of aesthetic approaches and disciplines from experimental traditions, sound art, multimedia, and more popular forms. Only one version of A THR 426 may be taken for credit. Prerequisite(s): A MUS 100 or permission of instructor.

**A THR 427 (= A ART 427 & A MUS 427)**

**Music Composition in Electronic Media II (3)**

This course is an advanced seminar in sound design, audio art, electronic musical composition, and related fields, with an emphasis on evaluation and discussion of creative studio work produced by students. A continuation of studies initiated in A THR/A MUS 426 with a focus on advanced techniques and aesthetics. Only one version of A THR 427 may be taken for credit. Prerequisite(s): A THR/A ART/A MUS 426, or permission of instructor.

**A THR 428 (= A ART 428 & A MUS 428)**

**Sound Design for Film, Theatre, and Media (3)**

Studio projects grounded in theory and history of sound and musical composition for multimedia fields, among them film, video, and theater. Students will work on original studio projects in a variety of disciplines. Only one version of A MUS 428 may be taken for credit. Prerequisite(s): at least one of the following: A MUS 426, A ART 426, A THR 426, A ART 282, A ART 383, A DOC 406, A HIS 406, or permission of instructor.

**A THR 429 (= A ART 429 & A MUS 429)**

**Seminar in Musical Improvisation II (3)**

An introduction to the skills and aesthetics of musical improvisation across multiple musical genres. The course will span the needs and interests of students with both limited and extensive experience with improvisation. Individual and collective improvisational forms will be explored. This course may be repeated twice for credit. Prerequisite(s): A MUS 100 or permission of instructor.

**A THR 432 (= A EAC 432; formerly A THR 323/ A EAC 396) Readings in Chinese Drama (3)**

After introducing the history and aesthetics of the Chinese theatre, this course will concentrate on reading and discussing pieces of Yuan Zaju Drama, Ming Chuanqi Opera, Peking/Beijing Opera, and Chinese shadow plays. Knowledge of the Chinese language is not necessary. Only one version of A THR 432 may be taken for credit. Prerequisite(s): any 200-level course (other than language courses) from either the Department of East Asian Studies or the Theatre Program, or permission of the instructor.

**A THR 439 Acting Shakespeare (3)**

An introduction to basic techniques applied to acting Shakespeare, including analysis of recurring poetic devices, rhetorical motifs and metrics. The goal is to teach actors to communicate the rich meanings of Shakespeare's texts

in powerful, spontaneous performances that combine techniques of realistic acting with bold theatricality. Course work includes historical exploration of Shakespeare's practice, studying selected plays for their performance values and exercises in applying distinct aspects of verbal technique. Prerequisite(s): A THR 440 and/or permission of instructor.

#### **A THR 440Y Acting IV (3)**

Approaches to acting in heightened language and physicality. This course teaches methods for moving beyond the conventions of naturalism and realism and teaches actors techniques for creating convincing performances in plays defined as "style" pieces. Particular emphasis is placed on extreme theatrical expression in voice and movement and on vividly animating bold drama with particular rules of performance. Styles routinely explored include Theatre of the Absurd, farce, comedy of manners, Greek Tragedy and magic realism. Exercises include physical drill, intensive scene work including research and analysis and sophisticated improvisation. Prerequisite(s): A THR 341 and permission of instructor. May not be offered in 2018-2019.

#### **A THR 450 Directing (3)**

A course in stage directing which includes the director's function and responsibilities, script analysis, concept formulation, production preparation, communication and collaboration, organizing and conducting the rehearsal process and critical analysis of the director's work. The course combines theory and practical exercises with actors and culminates in student direction of a public presentation. Prerequisite(s): A THR 121, 240, 235 and permission of instructor.

#### **ATHR 456Z Seminar in Dramatic Literature (3)**

Examines a particular genre, movement, period or author. This course may be repeated once when content varies. Individual syllabi vary depending on the specific subject matter covered in the course. Prerequisite(s): A THR 221 and A THR 222, and junior or senior standing, or permission of instructor. May not be offered in 2018-2019.

#### **A THR 457 Topics in Dramatic Literature (3)**

Special topics selected to address particular needs and interests of advanced students. This course may be repeated once when content varies. Prerequisite(s): permission of instructor.

#### **A THR 460 Set Design I (3)**

The class will focus on the exploration of the theatrical text, and the design process as it relates to scenery. Studio skills, including rendering, drafting and model making, will be incorporated into a working process aimed at designing scenery for the theatre. Prerequisite(s): A THR 235 and 360, or permission of instructor. May not be offered in 2018-2019.

#### **A THR 461 Set Design II (3)**

As a continuation of Set Design I, the class will focus on the application of the principles of design for the theatre as they relate to scenery. Related graphic skills will be developed as design solutions are explored. Communication skills

will be stressed as invaluable tools for the working designer. The class will culminate in project material ready for a portfolio presentation. Prerequisite(s): A THR 460 and permission of instructor. May not be offered in 2018-2019.

#### **A THR 465 Technical Design I (3)**

The application of theatre technology to problem solving in a theatrical organization. Topics will include equipment, rigging, methods, materials, and the principles governing their use. Technical innovation, budgeting of labor and materials, planning, and advanced drafting are considered as functions of the technical director. Prerequisite(s): A THR 235 and 360, or permission of instructor.

#### **A THR 475 Lighting Design I (3)**

The study of light as a design component in theatrical production. Topics include script analysis in terms of lighting, the phenomena of color as applied to lighting, the various methods available for lighting the stage, consideration of equipment and its effect on design, the awareness of light in the natural world, and an introduction to the preparation of lighting plots and paperwork. Prerequisite(s): A THR 335 and 370, or permission of instructor.

#### **A THR 481 Costume Design I (3)**

The class will focus on the exploration of theatrical text and the design process as it relates to the development of a costume design thesis. Skills including rendering, research, and script analysis will be incorporated, using the design elements and principles, into a working process aimed at cogent costume designs for different styles of dramatic literature. Prerequisite(s): A THR 235, 380, and 381 or permission of instructor.

#### **A THR 490 Internship (3-12)**

Internships in professional theatre enable students to examine the way the theories and the practical experiences of our discipline interact. They provide opportunities for observation and participation which are not available in the classroom. Prerequisite(s): internships with professional theatrical organizations are available for qualified juniors and seniors with an overall grade point average of 2.50 or higher, and permission of Theatre Program Director. *S/U* graded.

#### **A THR 495 Portfolio and Career Preparation (3)**

A culminating course for student designers and technicians to prepare them for the rigors of the industry. Topics will include portfolio creation, contracts, taxes, resumes, interviewing, and job hunting. Prerequisite(s): permission of instructor. May not be offered in 2018-2019.

#### **A THR 498 Honors Project (3)**

A research or creative project in a selected area of concentration. Topics and issues vary according to the needs and goals set by the students with their mentors. The aim of this project is to allow students the opportunity to cultivate a distinctive personal direction and generate a significant body of work to pursue graduate study and/or a career in theatre. Prerequisite(s): admission into the Theatre Program's Honors Program, which is by permission only.

#### **A THR 499 Collaboration for the Theatre (3)**

Selected topics and projects meeting needs and interest of advanced students. Prerequisite(s): permission of instructor. May not be offered in 2018-2019.

## **Department of Philosophy Faculty**

#### *Distinguished Teaching Professor Emeritus*

Josiah B. Gould Jr., Ph.D.

Johns Hopkins University

#### *Professors Emeriti*

Robert C. Howell, Ph.D.

University of Michigan

John Kekes, Ph.D.

Australian National University

Berel Lang, Ph.D.

Columbia University

Robert G. Meyers, Ph.D.

State University of New York at Buffalo

Bonnie Steinbock, Ph.D.

University of California, Berkeley

Naomi Zack, Ph.D.

Columbia University

#### *Professors*

Bradley Armour-Garb, Ph.D.

CUNY

Rachel Cohon, Ph.D.

University of California, Los Angeles

P.D. Magnus, Ph.D. (Department Chair)

University of California, San Diego

Jonathan Mandel, Ph.D.

University of Pittsburgh

#### *Associate Professors Emeriti*

Harold Morick, Ph.D.

Columbia University

Anthony M. Ungar, Ph.D.

Stanford University

#### *Associate Professors*

Jason D'Cruz, Ph.D.

Brown University

Kristen Hessler, Ph.D.

University of Arizona

Ronald A. McClamrock, Ph.D.

Massachusetts Institute of Technology

Nathan Powers, Ph.D.

Princeton University

#### *Assistant Professors*

Marcus Adams, Ph.D.

University of Pittsburgh

Monika Piotrowska, Ph.D.

University of Utah

Ariel Zylberman, Ph.D.

University of Toronto

*Teaching Assistants (estimated): 9*

The department offers diversified and flexible programs leading to the B.A. and M.A. degrees. A combined B.A./M.A. program is available to qualified students.

Through lectures, seminars, tutorials, guided research, undergraduate and graduate colloquia, a student philosophy club, interdisciplinary and special studies programs, and visiting philosophers, a challenging and balanced context for philosophical development is provided for major and non-majors alike.

## Careers

In pursuing philosophy, students develop their ability to solve problems, communicate effectively, and organize ideas. Philosophy majors are successfully employed in many different areas of the private sector and government service — as managers, administrators, journalists, etc. — wherever a liberal education combining analytical skills with breadth of perspective is valued. Holders of the bachelor's degree in philosophy obtain jobs held by liberal arts graduates in newspapers, government, management, law, and computer-connected businesses.

## Degree Requirements for the Major in Philosophy

**General Program B.A.:** Students are required to complete a minimum of 36 credits in philosophy, no more than 6 of which may be at the 100 level. These required credits must include: A PHI 110 or 111, 210, 212 or 326, 310, 312; an additional upper division historical course from among A PHI 311, 314, 315, 321, 329, 342, 344, 346, 442, 523, 524, 544, 546, 550, 552, 554, 556; a course numbered A PHI 400 or above; and 1 credit from U UNL 207. (A student may substitute A PHI 412 or A PHI 416 for A PHI 110.) Students are strongly urged to plan their individual programs of study in consultation with their advisers and in the light of their interests and career goals.

## Honors Program

The purpose of the honors program is to provide well-qualified students with close contact with faculty and fuller training in philosophical research and writing than are normally possible.

Students may be admitted in the second semester of their sophomore year or during their junior year. To be admitted, students must have completed 12 credits of course work from the Department of Philosophy. In addition, students must have a cumulative grade point average of 3.25 overall and 3.50 in philosophy. Students must submit evidence of their written work, preferably

a paper written for a philosophy course. A departmental honors committee administers the program, admitting students and evaluating their work.

Students are required to complete a minimum of 42 credits. They must fulfill all regular requirements for the major, and in addition, take at least two 500 level courses in philosophy (8 credits), and A PHI 498, Honors Thesis (4 credits). The honors thesis is a 20–30 page essay, written in the senior year, under the supervision of a faculty member in the department, and acceptable to the departmental Honors Committee.

Students are graduated “with honors in philosophy” upon satisfactory completion of the curricular requirements with a grade point average of 3.50 in philosophy and a minimum 3.25 overall.

## Combined B.A./M.A. Program

The combined B.A./M.A. program in philosophy provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of undergraduate and master's degree programs from the beginning of the junior year. A carefully designed program can permit a student to earn the B.A. and M.A. degrees within nine semesters.

The combined program requires a minimum of 138 credits, of which at least 30 must be graduate credits. In qualifying for the B.A., students must meet all University and college requirements, including the requirements of the undergraduate major described previously, the minor requirement, the minimum 90 credit liberal arts and sciences requirement, general education requirements, and residency requirements. In qualifying for the M.A., students must meet all university and college requirements as outlined in the Graduate Bulletin, including completion of a minimum of 30 graduate credits, and any other conditions such as a research seminar, thesis, comprehensive examination, or other professional experience and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.A. programs.

Students may apply for admission to the combined degree program in philosophy at the beginning of their junior year or after the successful completion of 56 credits. A cumulative grade point average of 3.20 or higher and three supportive letters of recommendation from faculty are required for consideration.

## Courses in Philosophy

### A PHI 110 Introduction to Philosophical Problems (3)

Survey of representative problems in some of the major areas of philosophy; topics such as free will, morality, justice and social order, knowledge and truth, God and religion, art, and beauty.

### A PHI 111 The Mind and the World (3)

A critical examination of contemporary topics concerning the relationship between the human mind and the natural world. The topics vary with semesters, but typically include the state of knowledge about the mind and its relationship to the brain, the possibility of a science of the mind, skepticism about knowledge, free will and determinism, and the limits of scientific knowledge. Only one version of A PHI 111 may be taken for credit.

### A PHI 111Y The Mind and the World (4)

A PHI 111Y is the oral discourse version of A PHI 111 in which students will attend a weekly discussion section in addition to regular lectures. Only one version of A PHI 111 may be taken for credit.

### T PHI 111 The Mind and the World (3)

T PHI 111 is the Honors College version of A PHI 111; only one version may be taken for credit.

### A PHI 112 Critical Thinking (3)

This is a course in informal logic. It centers on the meaning of claims, and whether a claim should be accepted or rejected, or whether suspension of judgment is appropriate. This course is intended to help students think clearly and effectively.

### A PHI 114 Morals and Society (3)

Philosophical study of the conflict between personal values and the needs of society. Topics include personal and social values, the nature of moral reasoning, and ways to resolve conflicts between values. Readings from philosophers such as Plato, Aristotle, Locke and Mill. Only one version of A PHI 114 may be taken for credit.

### A PHI 114Y Morals and Society (4)

A PHI 114Y is the oral discourse version of A PHI 114 in which students will attend a weekly discussion section in addition to regular lectures. Only one version of A PHI 114 may be taken for credit.

### A PHI 115 Moral Dilemmas (3)

Critical examination of contemporary moral problems in the light of the most influential moral theories. The problems discussed vary with semesters, but they typically include such topics as abortion, affirmative action, animals and the environment, capital punishment, euthanasia, free speech and censorship, liberty and paternalism, sex and love, terrorism, and world hunger. Only one version of A PHI 115 may be taken for credit.

**A PHI 115Y Moral Dilemmas (4)**

A PHI 115Y is the oral discourse version of A PHI 115 in which students will attend a weekly discussion section in addition to regular lectures. Only one version of A PHI 115 may be taken for credit.

**A PHI 140 (formerly A PHI 240)****Introductory Topics in Philosophy (1–4)**

Introduction to philosophy through the study of a selected topic. May be repeated for credit when content varies. Consult class schedule for specific topic.

**A PHI 199Z Writing in Philosophy (1)**

A student enrolled in a 100 or 200 level philosophy course may, with the consent of the instructor of that course, fulfill a writing intensive version of it by registering concurrently for A PHI 199Z. The instructor will assign the student written work in addition to that required for the companion course and will meet with him or her over the course of the semester to discuss this work. (A student who subsequently withdraws from the companion course will also be dropped from A PHI 199Z.) Corequisite(s): concurrent registration in a 100 or 200 level philosophy course. *S/U* graded.

**A PHI 210 Introduction to Logic (3)**

Introduction to classical and modern logic with an emphasis on the theory and application of truth functions. Introduction to quantification; discussion of the structure and properties of formal systems of logic. Students should be prepared to do daily homework assignments. Only one version of A PHI 210 may be taken for credit.

**T PHI 210 Introduction to Logic (3)**

T PHI 210 is the Honors College version of A PHI 210; only one version may be taken for credit.

**A PHI 212 Introduction to Ethical Theory (3)**

Introduction to the dimensions of ethical experience, the factors in value judgments, and alternative theories and methods of reasoning about such notions as right and wrong, obligations, moral codes, moral conflicts, and responsibility.

**T PHI 212/212Y Introduction to Ethical Theory (3)**

T PHI 212 is the Honors College version of A PHI 212; only one version may be taken for credit.

**A PHI 214 (= A REL 214) World Religions (3)**

Survey of the major religions of the world, concentrating on those practices and beliefs that contribute to their value systems. Religions include Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Taoism. Only one version of A PHI 214 may be taken for credit.

**A PHI 218 Understanding Science (3)**

Introduction to problems of scientific reasoning such as: the nature of scientific method, hypothetical-deductive testing of hypotheses, fallacies of testing, and the relevance of science to society and religion. Examples drawn from the

physical and social sciences. A PHI 112 or 210 recommended.

**T PHI 219 Scientific Revolutions (3)**

Thomas Kuhn introduced the notion of a “paradigm shift,” something that has become part of our general vocabulary, and his 1962 book *The Structure of Scientific Revolutions* marked a shift in the way that people think about science. This course begins with the state of science studies before Kuhn: the way that historians, sociologists, and philosophers thought about science. Then it takes a close look at Kuhn’s landmark book. Finally, it explores some of the reactions and consequences that Kuhn’s work had for science studies. Open to Honors College students only.

**A PHI 220 (formerly A PHI 116) (= A REL 220)****History of Social and Political Philosophy (3)**

Formerly A PHI/ A REL 116. In any society, individuals have both shared interests as well as conflicts. Societies impose laws to resolve those conflicts. But this, in turn, raises the possibility of still further conflicts — between individuals and the laws. What is the relationship between individuals and a society’s laws? Do individuals have an obligation to obey the law? Does society have an obligation to impose only just laws on individuals — and what is justice, anyway? These are some of the questions that will be explored in this course by reading a variety of theories, starting with ancient writings and ending with work from the 20<sup>th</sup> or 21<sup>st</sup> century. Only one of A PHI/A REL 116 or A PHI/A REL 220 or T PHI 116 or T PHI 220 may be taken for credit.

**T PHI 220 (formerly T PHI 116) History of Social and Political Philosophy (3)**

Formerly T PHI 116. In any society, individuals have both shared interests as well as conflicts. Societies impose laws to resolve those conflicts. But this, in turn, raises the possibility of still further conflicts — between individuals and the laws. What is the relationship between individuals and a society’s laws? Do individuals have an obligation to obey the law? Does society have an obligation to impose only just laws on individuals — and what is justice, anyway? These are some of the questions that will be explored in this course by reading a variety of theories, starting with ancient writings and ending with work from the 20<sup>th</sup> or 21<sup>st</sup> century. Only one of A PHI/A REL 116 or A PHI/A REL 220 or T PHI 116 or T PHI 220 may be taken for credit. Open to Honors College students only.

**A PHI 240 Special Topics in Philosophy (1–4)**

Study of a selected topic in philosophy. May be repeated with different topics. Consult class schedule.

**A PHI 301 (= A LIN 301 & A PSY 301)****Introduction to Cognitive Science (3)**

Cognitive science investigates the nature of the human mind and cuts across several disciplines (e.g., psychology, computer science, philosophy, linguistics). This course examines the

approaches these disciplines use to promote our understanding of various mental phenomena (e.g., perceiving, reasoning, production and comprehension of language, memory). Only one version of A PHI 301 may be taken for credit. May not be offered in 2018-2019.

**A PHI 310 Ancient Philosophy (3)**

The philosophies of representative thinkers of the West from the pre-Socratics to Plotinus. Prerequisite(s): a 100 or 200 level course in philosophy.

**A PHI 311 History of Medieval Philosophy (3)**

The philosophies of representative thinkers of the West from Plotinus to Descartes. Prerequisite(s): a 100 or 200 level course in philosophy.

**A PHI 312 17<sup>th</sup> and 18<sup>th</sup> Century Philosophy (3)**

The development of modern thought from its medieval and Renaissance background, concentrating on some of the principal European philosophies from Descartes through Kant. Prerequisite(s): a 100 or 200 level course in philosophy.

**A PHI 314 History of 19<sup>th</sup> Century Philosophy (3)**

The philosophies of some representative continental, British, and American thinkers from the Kantian period to the end of the century. Prerequisite(s): a 100 or 200 level course in philosophy.

**A PHI 315 20<sup>th</sup> Century Philosophy (3)**

Contrasting philosophical movements in the 20<sup>th</sup> century, emphasizing divergent tendencies in the United States, Britain, and on the European continent. Prerequisite(s): a 100 or 200 level course in philosophy.

**A PHI 320 Political and Social Philosophy (3)**

The philosophical bases for social and political institutions and practices. Such issues as the following: the nature of the state, justice and law, rights and natural rights, equality, social utility, and public interest. Prerequisite(s): a 100 or 200 level course in philosophy.

**A PHI 321 17<sup>th</sup>–19<sup>th</sup> Century Ethical Theory (3)**

Historical and critical study of some ethical theories selected from the period beginning with Hobbes and ending with Kant. Prerequisite(s): a 100 or 200 level course in philosophy.

**A PHI 322 (= A REL 322) Philosophy of Religion (3)**

Philosophical analysis of selected religious concepts and programs, based upon the writings of representative philosophers and theologians. Focuses on Judeo-Christian tradition. Only one version of A PHI 322 may be taken for credit. Prerequisite(s): a 100 or 200 level course in philosophy.

**A PHI 324 Philosophy of Art (3)**

Philosophical analysis of concepts and sentiments pertaining to creation, appreciation, and criticism of the arts in the generic sense of the semester. Prerequisite(s): a 100 or 200 level course in philosophy.



**A PHI 325 Philosophy of Law (3)**

The nature and function of law, the relation of law to morality, standards of judicial reasoning and the limits of law. Prerequisite(s): junior or senior standing, and one course in philosophy.

**A PHI 326 Moral Philosophy (3)**

Critical examination of the nature, justification, and different approaches to moral evaluation. The topics to be covered may include right actions, good lives, responsibility, moral obligation, virtues, happiness, and justice. Prerequisite(s): a 100 or 200 level course in philosophy.

**A PHI 329 American Philosophy Since 1860 (3)**

Survey of the main figures in American philosophy, concentrating on Peirce, James, Royce, Dewey, and Santayana. Topics include pragmatism and evolution, idealism and naturalism, and theories about the nature of religion. Prerequisite(s): a 100 or 200 level course in philosophy.

**A PHI 332 Intermediate Logic (3)**

An introduction to predicate logic, emphasizing formal properties of logic systems rather than their application to the analysis of everyday reasoning. Topics may include the syntax and semantics of first-order languages, theories of identity and description, alternative formalizations of logic, and some elementary meta-theory. Prerequisite(s): A PHI 210 or permission of instructor.

**A PHI 336 Existentialist Philosophies (3)**

Existentialist thinking approached through the writings of representative authors such as Heidegger, Sartre, Jaspers, and Merleau-Ponty. Prerequisite(s): a 100 or 200 level course in philosophy.

**A PHI 338 Moral Problems in Medicine (3)**

An investigation of moral problems in medicine, such as the health professional-patient relationship, medical paternalism, informed consent, social justice and health policy, the treatment of severely defective newborns, and the withholding of life-prolonging treatment. Prerequisite(s): junior or senior standing.

**A PHI 340 Topics in Philosophy (1-4)**

Problems selected on the basis of faculty and student interest. May be taken more than once if content varies. Consult fall and spring schedules for specific topics. Prerequisite(s): a 100 or 200 level course in philosophy.

**A PHI 350 (= A WSS 350) Philosophy and Feminism (3)**

This course will focus both on philosophical literature relevant to fundamental issues in feminist theory (such as how to understand sex, gender, and oppression), as well as feminist critiques of various fields in philosophy (such as epistemology, philosophy of science, ethics, and political philosophy). Only one version of A PHI 350 may be taken for credit. Prerequisite(s): one course in philosophy or women's, gender and sexuality studies.

**A PHI 355 Global Justice (3)**

Issues of justice across borders. Approaches discussed may include various forms of realism, cosmopolitanism, and nationalism. Topics may include human rights, the duty of assistance, distributive justice, just war theory, humanitarian intervention, globalization, and environmental concerns. Prerequisite(s): a 100 or 200 level course in philosophy.

**A PHI 360 Philosophy and Literature (3)**

The study, through philosophical and literary texts, of the relation between philosophy and literature: philosophy in literature, philosophy as literature, and the philosophy of literature. Prerequisite(s): a 100 or 200 level course in philosophy.

**A PHI 361 Philosophy in Science Fiction (3)**

An examination of some central issues in philosophy, using the occurrence of those issues in science fiction as a starting point. Topics to be covered will likely include the following: Can machines think? Through what changes can our self-identity persist? What kinds of beings count as persons? Is time-travel possible? Could the world be a huge illusion? This course will focus primarily on the traditional philosophical issues raised in science fiction rather than on the science fiction itself as literary or cinematic. But the settings for framing these problems will come from science fiction readings, movies, and television.

**A PHI 365 Environmental Ethics (3)**

An investigation of philosophical issues in environmental ethics and policy, including both theoretical issues such as whether humans have moral duties to animals, ecosystems, and/or species that require re-thinking traditional moral theory and concepts, as well as more policy oriented issues such as preserving wilderness and wildlife, human population growth, sustainable agriculture, climate change, and resource consumption. Prerequisite(s): a 100 or 200 level course in philosophy.

**A PHI 399Z Writing in Philosophy (1)**

A student enrolled in a 300 or 400 level philosophy course may, with the consent of the instructor of that course, fulfill a writing intensive version of it by registering concurrently for A PHI 399Z. The instructor will assign the student written work in addition to that required for the companion course and will meet with him or her over the course of the semester to discuss this work. (A student who subsequently withdraws from the companion course will also be dropped from A PHI 399Z.) May be repeated for credit. Corequisite(s): concurrent registration in a 300 or 400 level philosophy course. S/U graded.

**A PHI 410 Perspectives on Reasoning (3)**

The major philosophical questions that arise in connection with reasoning in general. Are there distinctively different kinds of reasoning in different subject matters? Is reasoning relative or absolute? Prerequisite(s): A PHI 112, 210, 218; or permission of instructor.

**A PHI 412 Metaphysics (3)**

A systematic examination of such philosophical concepts as existence, essence, causality, purpose, value, mind, freedom, and unity. Prerequisite(s): A PHI 210 and a 300 level course in philosophy.

**A PHI 415 Philosophy of Language (3)**

The structure and properties of language with regard to philosophical issues. Examines such issues as meaning, reference, analyticity, truth and psychoanalytic dream interpretation in the context of the contemporary theories of meaning and linguistic structure. Prerequisite(s): A PHI 210 and a 300 level course in philosophy, or permission of instructor.

**A PHI 416 Philosophy of Mind (3)**

A systematic discussion of various contemporary and historically important issues concerning mind: classical theories of mind and body, including dualisms, materialism, double-aspect theories and functionalism; cognitive science and theoretical linguistics; artificial intelligence; and the nature of belief, desire, intention and other psychological notions. Prerequisite(s): A PHI 210 and a 300 level course in philosophy, or permission of instructor.

**A PHI 417 Bioethics (3)**

Critical study of one or more topics in bioethics. Possible topics include: advance directives; assisted reproductive technologies; death; genetic engineering; screening and testing; health care reform; informed consent; maternal-fetal conflicts; medical experimentation; medical futility; organ transplantation; physician-assisted suicide; proxy consent; and the right to refuse treatment. Prerequisite(s): A PHI 338 or permission of instructor.

**A PHI 418 Philosophy of Science (3)**

Basic issues in philosophy of science, such as the nature of laws and theories, verifiability and confirmation, explanation and prediction, statistics and probability. Prerequisite(s): A PHI 210 and a 300 level course in philosophy, or permission of instructor.

**A PHI 422 Theory of Knowledge (3)**

Systematic study of theories of knowledge, including such topics as theories of perception, the character and value of logical systems, theories of the nature of truth and of the nature of proof. Prerequisite(s): A PHI 210 and a 300 level course in philosophy, or permission of instructor.

**A PHI 423 The Skeptical Tradition (3)**

Examination of the skeptical tradition from the ancient Greeks to the present. The focus will be on the arguments for thinking knowledge is impossible. Topics include skepticism as a way of life, Hume's skepticism, religious skepticism, common-sense philosophy, and the relation between knowledge and certainty. Prerequisite(s): A PHI 210 and a 300 level course in philosophy.

**A PHI 425 Contemporary Ethical Theory (3)**

Selected normative and meta-ethical theories, with emphasis on issues of interest in contemporary discussions of values and the nature of valuation. Prerequisite(s): A PHI 212 and a 300 level course in philosophy.

**A PHI 432 Completeness and Decidability (3)**

An introduction to the meta-theory of first-order logic. Topics will include the completeness theorem and its corollaries, as well as a discussion of questions concerning the undecidability of validity. Prerequisite(s): A PHI 332 or permission of instructor.

**A PHI 441 Advanced Topics in Philosophy (3)**

Intensive study of a selected topic in philosophy. May be repeated once for credit when content varies. Consult class schedule for specific topic. Prerequisite(s): a 100 or 200 level course in philosophy.

**A PHI 442 Phenomenology (3)**

Examination of historical and conceptual development of phenomenology in the 20<sup>th</sup> century, starting with Husserl's "presuppositionless and purely descriptive science of the structures of consciousness," including works by Sartre, Heidegger, and Merleau-Ponty. Emphasis on (a) the idea of a presuppositionless account of consciousness; (b) the motivations for and nature of the "existential turn;" and (c) connections between phenomenology and both analytic philosophy and scientific psychology. Prerequisite(s): junior or senior standing, or permission of instructor.

**A PHI 474 Contemporary Social and Political Philosophy (3)**

Critical study of ethical and/or political concepts, such as freedom, equality, happiness, duty, rights, virtue, or theories, such as liberalism, pluralism, consequentialism, deontology, and virtue theory through the examination of historical and contemporary works. Prerequisite(s): A PHI 212 and a 300 level course in philosophy, or permission of instructor.

**A PHI 497 Independent Study and Research (1–4)**

Guided research and writing on a selected problem in philosophy on a tutorial basis. May be taken more than once for credit if content varies. Prerequisite(s): a 300 level course in philosophy and the approval of the individual faculty member acting as project supervisor and of the departmental Undergraduate Studies Committee.

**A PHI 498 Honors Thesis in Philosophy (4)**

Independent honors thesis written under the direction of an appropriate faculty member, and received and evaluated by the Honors Committee. Prerequisite(s): admission to the Honors Program in philosophy.

## Department of Physics

### Faculty

*Distinguished Teaching Professor Emeritus*

Bruce B. Marsh Ph.D.

University of Rochester

*Professors Emeriti*

Mohammad Sajjad Alam, Ph.D.

Indiana University

Raymond E. Benenson, Ph.D.

University of Wisconsin

Akira Inomata, Ph.D.

Rensselaer Polytechnic Institute

John C. Kimball, Ph.D.

University of Chicago

Wilfried W. Scholz, Ph.D.

University of Freiburg (Germany)

Laura M. Roth, Ph.D.

Radcliffe College

*Professors*

Ariel Caticha, Ph.D.

California Institute of Technology

Tung-Sheng Kuan, Ph.D.

Cornell University

William A. Lanford, Ph.D.

University of Rochester

Carolyn MacDonald, Ph.D.

Harvard University

*Associate Professors*

Keith Earle, Ph.D. (Department Chair)

Cornell University

Jesse A. Ernst, Ph.D.

University of Rochester

Philip Goyal, Ph.D.

Trinity College, Cambridge

Vivek Jain, Ph.D.

University of Hawaii

Kevin Knuth, Ph.D.

University of Minnesota

Oleg Lunin, Ph.D.

Ohio State University

*Assistant Professors*

Herbert F. Fotso, Ph.D.

Louisiana State University,

Baton Rouge LA

Cecilia Levy, Ph.D.

University of Muenster

Alexander Khmaladze, Ph.D.

University of South Florida

Jonathan Petruccelli, Ph.D.

University of Rochester

Daniel G. Robins, Ph.D.

University of Chicago

Matthew Szydagis, Ph.D.

University of Chicago

*Lecturers*

Shamshad Ahmad, Ph.D.

Australia National University

Robert Schmitz, Ph.D.

University at Albany

Eric Woods, Ph.D.

Harvard University

*Adjuncts (estimated): 12*

*Teaching Assistants (estimated): 22*

The Physics Department provides students a solid foundation in classical and modern physics. Physics majors obtain a theoretical background in classical mechanics, electromagnetic theory, quantum mechanics, and thermal physics. Laboratory classes develop skills in experimental techniques.

Elective courses in physics allow students to broaden their knowledge in areas such as biophysics, computational, nuclear, particle, x-ray, medical, optical and solid state physics, and materials science. Independent study with faculty members is encouraged.

Courses in environmental science, space physics and astronomy bring broader physical concepts to the non-major.

### Careers

Physics graduates work as scientists in research labs, development labs, and medical centers. They become teachers and technical writers or data analysts. They continue their education in physics, other sciences or mathematics, and education or medicine. Opportunities abound, and the variety of typical career choices is surprisingly varied. More information is available at <http://www.aps.org/>.

*Physics majors, minors, or intended majors are strongly encouraged to visit the Physics office to be assigned a Physics faculty advisor.*

### Course Progression Restrictions

Students must complete A PHY 235 with a C or better to register for A PHY 320, 335Z, 340, 350, 440, 450, and 460. Students must complete A PHY 240 with a C or better to register for A PHY 320, 340, and 440. Students must complete A PHY 250 with a C or better to register for A PHY 335Z, 350, 450, and 460.

### Degree Requirements for the Major in Physics

**General Program B.S.:** The following 69-76 credits are required:

- Introductory physics sequence: A PHY 140 or T PHY 141 or A PHY 142; A PHY 150 or T PHY 151 or A PHY 152; and A PHY 240.
- Lab sequence for introductory courses: A PHY 145 or 106, 155 or 109, and 245.
- Higher level physics courses: A PHY 235 or A MAT 314 and 315, 250, 320, 335Z, 340, 350, 440, 450, and 460.
- Chemistry: A CHM 120 and 121 (or the more advanced 130 and 131) and labs A CHM 124, 125.
- Calculus sequence: A MAT 112 and 113 (or the honors courses 118 and 119, or A MAT 101 and 111 and 113) and A MAT 214.

- Mathematics elective: A MAT 220, 314, 367, or 412.
- An additional physics course numbered 300 or higher and appended with a Y suffix, e.g. 415Y, 426Y, 430Y, etc.
- I CEN/I CSI 201.

## Honors Program

The honors program in physics is designed for outstanding students.

Students should apply for admission to the honors program before November 15 of the junior year.

The minimum requirements for admission are:

- Completion of A PHY 140 or A PHY 142 or T PHY 141, A PHY 150 or A PHY 152 or T PHY 151, A PHY 240 or 241, 250 or their equivalents;
- An overall grade point average of 3.30;
- A grade point average of 3.60 in physics courses required for the major;
- Written recommendations from at least three faculty members, one of whom, preferably, should be from outside the Department of Physics.

Students in the program must maintain both a minimum grade point average of 3.30 overall and of 3.60 in physics courses taken to satisfy major requirements during the junior and senior years.

Students in the honors program are required to complete a minimum of 75-82 credits as follows: the 69-76 credits specified for the general program in physics; 3 credits of Honors Seminar in Physics (A PHY 498); and 3 credits of Research and/ or Independent Study in Physics (A PHY 497). The independent study must include an honors research project culminating in a written report by the end of the student's last semester.

A Department Honors Committee will recommend an honors degree to the department faculty for its approval.

## Combined B.S./M.S. Program

The combined B.S./M.S. program in physics provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of undergraduate and master's degree programs at the beginning of the junior year. A carefully designed program can permit a student to earn the B.S. and M.S. degrees within nine semesters.

The combined program requires a minimum of 138 credits, of which at least 30 must be graduate credits. In qualifying for the B.S., students must meet all University and college requirements including the requirements of the undergraduate major described previously, the minimum 60-credit liberal arts and sciences requirement, general education requirements, and residency requirements. In qualifying for the M.S., students must meet all University and college requirements as outlined in the Graduate Bulletin, including completion of a minimum of 30 graduate credits and any other conditions such as a research seminar, thesis, comprehensive examination, professional experience, and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.S. and M.S. programs.

Some substitution of graduate courses for undergraduate courses is possible upon approval by the advisor.

Students may apply to the Graduate Committee for admission to the combined degree program in physics at the beginning of their junior year or after the successful completion of 56 credits. A cumulative grade point average of 3.20 or higher and three supportive letters of recommendation from faculty are required.

## Courses in Physics

### A PHY 100 Contemporary Astronomy — The Cosmic Connection (3)

Modern developments in astronomy, the birth and death of stars, solar and planetary science, neutron stars and black holes, galactic structure, cosmology, theories of the origin and future of the universe.

### A PHY 103 Exploration of Space (3)

The solar system, modern developments in planetary and space science; human exploration of space; space travel and future colonization.

### A PHY 104 Physical Science for Humanists (3)

How the universe works. A historical approach to the development of the laws of physics from the classical physics of Newton to the present. Emphasizes the people and events of the revolution in physics in the 20<sup>th</sup> century. Unraveling of the structure and properties of the nuclear atom or from raisin pudding to quarks. Intended for nonmajors.

### A PHY 105 General Physics I (3)

Vectors, kinematics, dynamics, vibrations and waves, sound, fluids, and thermodynamics. May not be taken for credit by students with credit for A PHY 140 or A PHY 142 or T PHY 141. Prerequisite: three years of high school mathematics. Generally offered summer and fall semesters only.

### A PHY 106 General Physics Lab I (1)

Laboratory experiments to complement the topics being studied in A PHY 105. One laboratory each week. Corequisite: A PHY 105. Offered summer and fall semesters only. This course may be substituted for A PHY 145.

### A PHY 108 General Physics II (3)

Electrostatics, circuit electricity, magnetism, geometrical and physical optics, atomic and nuclear phenomena. May not be taken for credit by students with credit for A PHY 150 or A PHY 152 or T PHY 151. Prerequisite: A PHY 105. Generally offered spring and summer semesters only.

### A PHY 109 General Physics Lab II (1)

Laboratory experiments to complement the topics in A PHY 108. One laboratory period each week. Corequisite: A PHY 108. Offered spring and summer semesters only.

### A PHY 112 Star Systems (3)

We will explore our world and our lives in the context of the solar system to which we belong. We will compare our world to the other rocky worlds of the inner solar system, and explore the gas giants and frozen worlds of the outer solar system. We will come to understand our sun as a star, and will learn about the other stars in our galaxy and what we know about those star systems. Prerequisite(s): A PHY 105 or A PHY 140 or A PHY 142 or T PHY 141.

### A PHY 140 Physics I: Mechanics (3)

An introduction to the fundamentals of physics: Classical Mechanics. Topics include the concepts of force, energy and work applied to the kinematics and dynamics of particles and rigid bodies and an introduction to special relativity. Only one of A PHY 140 or T PHY 141 or A PHY 142 may be taken for credit. Prerequisite or corequisite: A MAT 111 or A MAT 112 or A MAT 118. Generally offered fall semester only.

### T PHY 141 Honors Physics I: Mechanics (3)

Course content will follow A PHY 140. However, topics will be covered in more depth and at a somewhat more advanced level. T PHY 141 is the Honors College version of A PHY 142. Only one of A PHY 140 or T PHY 141 may be taken for credit. Prerequisite(s) or corequisite(s): A MAT 111 or A MAT 112 or A MAT 118. Open to Honors College students only.

### A PHY 142 Physics I: Advanced Mechanics (3)

An introduction to the fundamentals of physics, Classical Mechanics. Topics include the concepts of force, energy and work applied to the kinematics and dynamics of particles and rigid bodies. This course is designed for students who are interested in careers in physical science and engineering and who are well prepared to take a more advanced course in introductory physics. Course content expands on the content of A PHY 140 and T PHY 141. More advanced textbook is used. Students with a strong interest in physical sciences should consider taking A PHY 142 instead of A PHY 140 or T PHY 141. Only one of A PHY 140, T PHY 141, or A PHY 142 may be taken for credit. Prerequisite(s) or corequisite(s): A MAT 111 or A MAT 112.

**A PHY 145 Physics Lab I (1)**

Experiments in mechanics. One laboratory period each week. Prerequisite or corequisite: A PHY 140, or T PHY 141 or A PHY 142. Offered fall semester only.

**A PHY 150 Physics II: Electromagnetism (3)**

An introduction to the fundamentals of physics: electrostatics and magnetism, including the concepts of the electric and magnetic fields, electric potential and basic circuits; the laws of Gauss, Ampere, and Faraday; Maxwell's equations; geometrical optics. Prerequisite or corequisite: A MAT 113 or A MAT 119; prerequisite: A PHY 140, or T PHY 141 or A PHY 142. Generally offered spring semester only.

**T PHY 151 Honors Physics II: Electromagnetism (4)**

An introduction to the fundamentals of physics: electrostatics and magnetism, including the concepts of the electric and magnetic fields, electric potential and basic circuits; the laws of Gauss, Ampere and Faraday; Maxwell's equations; geometrical optics. Course content will follow A PHY 150. However, topics will be covered in more depth and at a more advanced level. Only one of A PHY 150, or T PHY 151 or A PHY 152 may be taken for credit. Prerequisite or corequisite(s): A MAT 113 or A MAT 119 or T MAT 119; prerequisite(s): A PHY 140, or T PHY 141 or A PHY 142. Open to Honors College students only.

**A PHY 152 Physics II: Advanced Electromagnetism (3)**

An introduction to the fundamentals of physics: electrostatics and magnetism, including the concepts of the electric and magnetic fields, electric potential and basic circuits; the laws of Gauss, Ampere and Faraday; Maxwell's equations. This course is designed for students who are interested in careers in physical science and engineering and who are well prepared to take a more advanced course in introductory physics. Course content expands on the content of A PHY 150 and T PHY 151. More advanced textbook is used. Students with a strong interest in physical sciences should consider taking A PHY 152 instead of A PHY 150 or T PHY 151. Only one of A PHY 150, T PHY 151, or A PHY 152 may be taken for credit. Prerequisite or corequisite(s): A MAT 113 or A MAT 119 or T MAT 119; prerequisite(s): A PHY 140, or T PHY 141 or A PHY 142.

**A PHY 155 Physics Lab II (1)**

Experiments in electricity and magnetism, circuits, and optics. One laboratory period each week. Prerequisite or corequisite: A PHY 150, or T PHY 151 or A PHY 152. Offered spring semester only.

**A PHY 202 Environmental Physics (3)**

Study of the collection, evaluation, and interpretation of data and the modeling and analysis of urban and environmental problems. Topics include population, pollution, mass transportation systems, comparison of various energy sources such as solar, nuclear, and fossil fuel, and effective utilization of natural resources. Prerequisite: algebra.

**A PHY 235 Mathematics in Physics (3)**

An enhancement of mathematics skills developed in the first year math and physics courses. Emphasis is on applications of calculus, complex variables, linear algebra, power series, and differential equations to problems in physics. Students must complete A PHY 235 with a C or better to register for A PHY 320, 335Z, 340, 350, 440, 450, and 460. Prerequisite: A PHY 150 or A PHY 152 or T PHY 151. Corequisite: A MAT 214. Offered fall semester only.

**A PHY 240 Physics III: Structure of Matter (3)**

An introduction to the fundamentals of physics: Thermodynamics and kinetic gas theory. Quantum theory of photons, atoms, nuclei and solids. Students must complete A PHY 240 with a C or better to register for A PHY 320, 340, and 440. Prerequisite or corequisite: A MAT 214; prerequisite: A PHY 150 or T PHY 151 or A PHY 152. Offered fall semester only.

**A PHY 245 Physics Lab III (1)**

Experiments in modern physics. One laboratory period each week. Prerequisite(s) or corequisite(s): A PHY 240. Offered spring semester only.

**A PHY 250 Physics IV: Waves (3)**

Waves and oscillations in optics, in classical and in quantum mechanics. An introduction to physical concepts (wave packets, normal modes, interference and diffraction) and mathematical techniques (Fourier series, transforms, complex numbers, eigenvectors). Students must complete A PHY 250 with a C or better to register for A PHY 335Z, 350, 450, and 460. Prerequisite(s) or corequisite(s): A MAT 220 or A MAT 222 or T MAT 222; prerequisite(s): A PHY 240. Offered spring semester only.

**A PHY 277 Computers in Physics (3)**

This course provides an introduction to the use of computers in physics. Operating systems and programming languages commonly used in physics will be surveyed. The basics of coding will be introduced via the C++ computer programming language. Applications of contemporary numerical recipes to problems in physics and graphical displays of results will be practiced with standard software, and "object-oriented" coding. Prerequisite or corequisite: A MAT 214; prerequisite(s): A PHY 150 or T PHY 151 or T PHY 152 or permission of the instructor.

**A PHY 320 Classical Mechanics (3)**

Fundamentals of Newtonian mechanics: conservation theorems, central forces, motion in non-inertial frames, rigid-body motion. Lagrange's and Hamilton's equations. Offered fall semester. Prerequisite: A PHY 235 with a grade of C or better, A PHY 240 with a grade of C or better and A PHY 250, or permission of Department Chair.

**A PHY 335Z Advanced Physics Lab (3)**

Introduction to the techniques of experimental research in the areas of electronics, electromagnetism and modern physics. Measurement technique and error analysis are emphasized. Prerequisite(s): A PHY 235 with a grade of C or better, A PHY 250 with a C or better or

permission of Department Chair. Offered spring semester only.

**A PHY 340 Electromagnetism I (3)**

Electrostatics and magnetostatics in vacuum and in materials. Maxwell's equations. Energy and momentum in the electromagnetic field. Introduction to electromagnetic waves. Prerequisite(s): A PHY 235 with a grade of C or better or A MAT 314 and A MAT 315; A PHY 240 with a grade of C or better; and A PHY 250; or permission of Department Chair. Offered fall semester only.

**A PHY 350 Electromagnetism II: Optics (3)**

A further development of the theory of electromagnetic waves and their interactions with matter. Applications include both geometric and physical optics. The role of special relativity in electromagnetic theory is discussed. Prerequisite(s): A PHY 235 with a grade of C or better, A PHY 250 with a grade of C or better, A PHY 340, or permission of the Department Chair. Offered spring semester only.

**A PHY 353 (= I CEN 353) Microprocessor Applications (3)**

Applications of microprocessors to data collection and process control; the capabilities of typical microprocessors and the techniques used to interface them to external devices; input/output programming, use of the data and address buses; interrupt handling, direct memory access, and data communications; characteristics of peripheral devices such as keyboards, printers, A/D and D/A converters, sensors, and actuators. Three class periods each week. Only one version may be taken for credit. Prerequisite(s): I CSI/I CEN 201 or I CSI 204 or equivalent. An elementary knowledge of electricity is helpful.

**A PHY 370 (= A THR 370) Lighting Technology (3)**

Introduction to the physical properties of light and the technology used in entertainment lighting systems. Topics include the physics of light, electricity, color, optics, photometric calculations, equipment, and the interpretation of drafting and related paperwork. Only one version may be taken for credit. Prerequisite(s): A THR 135 or permission of instructor.

**A PHY 415/415Y (= I CEN 415) Electronics (3)**

Transistors and their characteristics; electronic circuits, field effect transistors and applications, amplifiers, low and high frequency response; operational amplifiers; consideration of control-circuit design; fast-switching and counting devices; integrated circuits and their designs. Two class periods and one three-hour laboratory each week. Only one version may be taken for credit. Prerequisite(s): A PHY 150 or 152, or T PHY 151.

**A PHY 416 Electronics: Projects (3)**

Independent projects involving laboratory work in the study of electronic circuits using linear and/or digital devices. (Each student is expected to undertake a project that requires originality and broadens knowledge of the area.) Special attention is paid to counters, registers, encoders, decoders, and digital applications.

**A PHY 425 Information Physics (3)**

The basic principles of information theory and their relation to the laws of physics. Probability and entropy as tools for inductive reasoning. The Cox axioms. Bayes' theorem and its application to elementary data analysis. Relative entropy, the method of maximum entropy and the foundations of statistical mechanics and thermodynamics. Information geometry, the Fisher-Rao information metric. Derivation of quantum mechanics from information theory. Prerequisite(s): A PHY 450 and A PHY 460, or permission of the instructor.

**A PHY 426/426Y Introduction to Particle Physics (3)**

A broad survey of Particle Physics. The course will cover the basic concepts in this field: Quark Model, Forces and Symmetries in Nature, Feynman diagrams, the Standard Model, recent developments such as the discovery of neutrino oscillations and the Higgs boson-like particle, accelerators and detectors used in experiments, and techniques used to analyze data. Only one version may be taken for credit. Prerequisite(s): A PHY 240 or a basic Quantum Mechanics course such as A PHY 440, or permission of instructor.

**A PHY 428 The Physics of Radiation Therapy (3)**

This course focuses on radiation therapy physics with special emphasis on clinical applications. The course provides basic radiation physics and physical aspects of treatment planning using photon and electron beams and brachytherapy sources. The course consists of three parts: Part I deals with the basic physics of radiation; Part II deals with classical radiation therapy, which includes dosimetry and treatment planning; Part III focuses on modern radiation therapy, which deals with conformal and intensity-modulated radiation therapy. The course will also involve lectures by Medical Physics experts from local hospitals. Students will write a report on a topic selected in consultation with the teacher. Prerequisite(s): A PHY 320, 340, 350, and 440.

**A PHY 430/430Y Optics (3)**

This course provides a broad introduction to optics, including both theory and experiment. The geometrical and wave theories of light propagation will be introduced along with their applications such as imaging systems (e.g. microscopes, and telescopes), lasers and polarization optics. The course will include 5 labs covering the material presented in lecture. Only one version may be taken for credit. Prerequisite(s): A PHY 235 or A MAT 314 and 315, A PHY 250 or permission of instructor.

**A PHY 433 Physics Measurements (3)**

This course offers theoretical and experimental aspects of measurements, data acquisition and test design in physics and engineering. It introduces students to the National Instruments LabVIEW, a graphical programming platform that allows integration of different software and hardware modules into a single project. The course will cover fundamentals of measurement (statistical error, sampling theory and so on), discuss sensor theory, and offer

instruction on virtual instrumentation, such as data logging, signal processing, and graphical user interface design. The course will include several labs covering the material presented in lecture. Prerequisite(s): A PHY 335Z or permission of instructor.

**A PHY 440 Quantum Physics I (3)**

Introduction to non-relativistic quantum mechanics; wave functions, amplitudes and probabilities; the superposition of quantum states, the Heisenberg uncertainty principle. Time evolution: the Schrodinger equation, stationary states, two-state systems. Motion in one-dimensional potentials: tunneling, particle in a box, harmonic oscillator. Offered fall semester. Prerequisite(s): A PHY 235 with a grade of C or better, A PHY 240 with a grade of C or better and A PHY 250, or permission of Department Chair.

**A PHY 442 Introduction to General Relativity (3)**

Review of Special Relativity. Introduction to tensor analysis and the geometry of curved spaces. Einstein's equations. Applications to gravitational waves, black holes and expanding universes. Prerequisite: A PHY 320.

**A PHY 443/443Y Introduction to Cosmology (3)**

An introduction to cosmology, the study of the structure and evolution of the Universe. Topics: Newtonian cosmology, elements of general relativity (metric, geodesics, Einstein equations), Friedman equations and their solutions, dark matter, dark energy, inflation, introduction to quantum gravity. Only one version may be taken for credit. Prerequisite(s): A PHY 320 or permission of instructor.

**A PHY 446 Laser Physics and Applications (3)**

This course provides a broad introduction to lasers, including theory spontaneous and simulated emission, design of optical resonators and laser beam propagation. The course will also cover the design of various types of lasers and laser applications, such as holography, microscopy and spectroscopy. Prerequisite(s): A PHY 250.

**A PHY 448/448Y Medical Imaging (3)**

This introduction to the physics of radiography includes discussions of CAT, PET, MRI, SPECT, fluoroscopy, and nuclear medicine. Image quality assessment concepts such as contrast, MTF, DQE(f), and ROC will also be covered. Only one version may be taken for credit. Prerequisite(s): A PHY 250 and A MAT 220 or permission of instructor.

**A PHY 449 Introduction to Quantum Foundations and Quantum Information (3)**

Quantum theory has many mysterious features, such as entanglement and the probabilistic nature of measurements, which seem to defy understanding in terms of the mechanistic clockwork picture of reality that underlies classical physics. What do these features suggest about the nature of physical reality? For example, is there really "spooky action at a distance" in Nature, as Einstein quipped? In this course, we investigate possible answers to these questions, and form an understanding as to why

these questions matter. In particular, we look at recent work which views quantum theory as a theory of information manipulation, and see that this provides extraordinary new insights into the nature of physical reality, which leads to new technological possibilities (such as quantum cryptography and entanglement-assisted computation) that harness quantum weirdness, and even helps us to derive the mathematics of quantum theory from simple physical assumptions. Prerequisite(s): A PHY 440 or permission of instructor.

**A PHY 450 Quantum Physics II (3)**

Quantum motion in central potentials; angular momentum and spin; the hydrogen atom. Identical Particles. The structure of atoms and molecules, the periodic table. Stationary-state and time-dependent perturbation theory. Scattering theory. Offered spring semester. Prerequisite: A PHY 235 with a grade of C or better, A PHY 250 with a grade of C or better, A PHY 440 or permission of Department Chair. Offered spring semester.

**A PHY 451/451Y (= I CSI 451 & I INF 451)****Bayesian Data Analysis and Signal Processing (3)**

This course will introduce both the principles and practice of Bayesian and maximum entropy methods for data analysis, signal processing, and machine learning. This is a hands-on course that will introduce the use of the MATLAB computing language for software development. Students will learn to write their own Bayesian computer programs to solve problems relevant to physics, chemistry, biology, earth science, and signal processing, as well as hypothesis testing and error analysis. Optimization techniques to be covered include gradient ascent, fixed-point methods, and Markov chain Monte Carlo sampling techniques. Only one of I INF 451, I CSI 451, or A PHY 451/451Y may be taken for credit. Prerequisite(s): A MAT 214 (or equivalent) and I CSI 101 or I CSI/I CEN 201.

**A PHY 452 Astroparticle Physics (3)**

An in-depth discussion of precision cosmology: dark matter, dark energy, and the Cosmic Microwave Background radiation, from experimental/technological, observational, mathematical/theoretical, phenomenological, and computational perspectives. Introduction to intragalactic and extragalactic gamma-ray/x-ray astronomy, the study of cosmic rays, and astrophysical neutrinos, as well as experimental searches for extra/higher spatial dimensions and constraints on Lorentz invariance violation via various particle astrophysics detection methods. Prerequisite(s): A PHY 443 and A PHY 320 or permission of instructor.

**A PHY 454 (= I CEN 454)****Microprocessor Applications Laboratory (3)**

Complements the theoretical development presented in A PHY/I CEN 353. Centers around practical laboratory applications in both hardware and software of a particular microprocessor. Students prototype a minimum system and expanded system. Applications include keyboard, printer, display, A/D, D/A, and control functions. A knowledge of a microprocessor and digital logic functions is desirable. Only one

version may be taken for credit. Prerequisite(s): A PHY 415 or A PHY/I CEN 353 or permission of instructor.

### **A PHY 460 Thermodynamics and Statistical Physics (3)**

Thermodynamic systems and variables; the laws of thermodynamics. Thermodynamic potentials and applications, ideal and real gas relations; changes of phase, introduction to probability theory; elementary kinetic theory of gases; micro and macro-states of simple quantum-mechanical systems; Fermi-Dirac, Bose-Einstein, and Maxwell-Boltzmann statistics. Prerequisite(s) or corequisite(s): A PHY 440. Prerequisite(s): A PHY 235 with a grade of C or better, A PHY 250 with a grade of C or better or permission of Department Chair. Offered spring semester only.

### **A PHY 462/462Y (formerly A PHY 362) Physics of Materials (3)**

The physics of real materials: the structure of crystalline and amorphous solids; x-ray diffraction and electron microscopy; the thermodynamics and kinetics of phase transformations; crystallographic defects and their relation to mechanical properties. Only one version may be taken for credit. Offered spring semester only. Prerequisite(s): A PHY 250.

### **A PHY 466/466Y X-ray Optics, Analysis and Imaging (3)**

A broad survey of x-ray optics and their uses. Introduction to the theory of x-ray interaction with matter, including refraction, diffraction, total reflection, image formation, fluorescence, absorption spectroscopy, and the effects of Compton scattering, photo-electric absorption, and surface roughness. Applications include x-ray astronomy, microscopy, lithography, materials analysis and medical imaging. Only one version may be taken for credit. Prerequisite(s): A PHY 340.

### **A PHY 468 Particle Physics (3)**

Particle interactions and symmetries. Introduction to classification and the quark model. Calculation of elementary processes using Feynman diagrams. Prerequisite(s) or corequisite(s): A PHY 440 or equivalent or permission of instructor.

### **A PHY 469 Physics of Nuclei (3)**

This course will deal with basic properties of nuclei such as size, shape, and nuclear force. Nuclear structure based upon shell and collective models, nuclear reactions induced by nucleons including nuclear fission, nuclear fusion, and nuclear energy. Prerequisite(s): A PHY 440 or permission of instructor.

### **A PHY 472 Fluid Mechanics (3)**

Most fluids are described by the Navier-Stokes equation. Simplifications or approximations are often needed to extract the physics from this complicated equation. Topics covered include: static fluids, pressure and surfaces; the Euler equation, d'Alembert's paradox, Bernoulli's equation and circulation; viscosity, damping and the Reynolds number; boundary layers

and turbulence; waves and sound propagation. Prerequisite(s): A PHY 320 and A MAT 214.

### **A PHY 477/477Y Computational Methods (3)**

Applications of modern computational methods to current topics in physics. Basics of coding and use of standard software packages. Only one version may be taken for credit. Prerequisite(s): A PHY 235 or A MAT 314 and A MAT 315 or permission of instructor.

### **A PHY 487 Solid State Physics I (3)**

A broad survey of the phenomena of solid state physics. Symmetries of crystals and diffraction from periodic structures; vibrational states and electronic band structures in crystalline metals, semiconductors, and insulators; thermal, transport and optical properties of solids. A PHY 487 is suggested for Honors students, though assignments and grading are not quite at the graduate level. Prerequisite(s): A PHY 440 and A PHY 460.

### **A PHY 488 Solid State Physics II (3)**

A broad survey of the phenomena of solid state physics (continuation of Solid State Physics I). Superconductivity; magnetic and dielectric properties of materials; spectroscopy with photons and electrons; point and line defects; surfaces and interfaces; alloys; noncrystalline solids. A PHY 488 is suggested for Honors students, though assignments and grading are not quite at the graduate level. Prerequisite(s): A PHY 487.

### **A PHY 497/497Y Research and/or Independent Study (1-3)**

Research and/or independent study under the direct supervision of a faculty member with whom the student has made an arrangement. Ambitious students are encouraged to engage in an activity that broadens their experience considerably beyond that of conventional course work. A written report is submitted on the work of each semester. May be repeated for credit. S/U graded.

### **A PHY 498 Honors Seminar in Physics (3)**

A seminar specifically designed for students admitted to the Department's Honors program. Topics are determined by the Departmental Honors Committee. Prerequisite(s): admission to Honors Program.

## **Department of Psychology Faculty**

### *Distinguished Professors Emeriti*

David H. Barlow, Ph.D.  
University of Vermont  
Edward B. Blanchard, Ph.D.  
Stanford University

### *Distinguished Teaching Professor*

Robert A. Rosellini, Ph.D.  
DePaul University

### *Distinguished Professor Emeriti*

Frank Vellutino, Ph.D.  
Catholic University of America

### *Professors Emeriti*

Gordon G. Gallup Jr., Ph.D.  
Washington State University  
Allen C. Israel, Ph.D.  
State University of New York  
at Stony Brook  
Robert J. McCaffrey, Ph.D.  
University of Georgia

### *Professors*

Jeanette Altarriba, Ph.D. (Collins Fellow)  
Vanderbilt University  
Bruce C. Dudek, Ph.D.  
SUNY-Binghamton  
Mitchell Earleywine, Ph.D.  
Indiana University  
Laurie B. Feldman, Ph.D.  
University of Connecticut  
John P. Forsyth, Ph.D.  
West Virginia University  
Cheryl A. Frye, Ph.D.  
Tufts University  
Mark Muraven, Ph.D.  
Case Western Reserve University  
James H. Neely, Ph.D.  
Yale University  
W. Trammell Neill, III, Ph.D.  
University of Oregon  
Bruce B. Svare, Ph.D.  
Rutgers University  
Christine K. Wagner, Ph.D.  
Michigan State University  
Kevin J. Williams, Ph.D. (Collins Fellow)  
University of South Carolina  
Edelgard Wulfert, Ph.D. (Collins Fellow)  
University of North Carolina,  
Greensboro

*Associate Professors Emeriti*  
Glenn Sanders, Ph.D.  
University of Iowa  
Caroline K. Waterman, Ph.D.  
State University of New York at Buffalo

### *Associate Professors*

Drew Anderson, Ph.D.  
Louisiana State University  
James F. Boswell, Ph.D.  
Pennsylvania State University  
Ronald Friedman, Ph.D.  
Columbia University  
Elana Gordis, Ph.D.  
University of Southern California  
Leslie Fay Halpern, Ph.D.  
Vanderbilt University  
Julia Hormes, Ph.D.  
University of Pennsylvania  
Ewan C. McNay, Ph.D.  
University of Virginia  
Hazel Prelow, Ph.D.  
University of North Texas  
Sylvia G. Roch, Ph.D.  
Texas A&M University  
Marcia E. Sutherland, Ph.D.  
Howard University

#### Assistant Professors

Ho Kwan Cheung, Ph.D.  
George Mason University  
Dev Dalal, Ph.D.  
Bowling Green State University  
Brendan Gaesser, Ph.D.  
Harvard University  
Betty Lin, Ph.D.  
Arizona State University  
Anna Newheiser, Ph.D.  
Yale University  
Andrew Poulos, Ph.D.  
University of Southern California  
Jason Randall, Ph.D.  
Rice University  
Heather Sheridan, Ph.D.  
University of Toronto  
Joanna Workman, Ph.D.  
The Ohio State University  
Damian Zuloaga, Ph.D.  
Michigan State University

#### Clinical Associate Professor

Kristin Christodulu, Ph.D.  
University at Albany, SUNY

#### Adjuncts: 20

#### Teaching Assistants: 43

The objective of the department is to provide undergraduate students with a broad, general background in scientific psychology. The program is designed to prepare students for graduate study in psychology as well as a diversity of other fields requiring knowledge of psychological principles. The department expects its students to become well-versed in the theories, research, and applications of the discipline.

The department offers a full program leading to the B.A.; a graduate program leading to the Ph.D. with several major areas of concentration and a clinical training program; and in cooperation with the Department of Educational Psychology and Statistics in the School of Education, the Certificate of Advanced Study and Psy.D. in School Psychology.

#### Careers

With the B.A. degree, professional entry-level positions are possible in public and private human services systems (health, education, social welfare, parole, probation, gerontology, youth, substance abuse); also, personnel administration, and general administrative work. Entry-level jobs could involve delivery of service, research and/or program planning and development. Less traditional occupations include medicine, dentistry, law, optometry, urban planning, genetic counseling, and human factors research.

#### Special Programs or Opportunities

The department offers opportunities for independent study and research beginning in the sophomore year. Students involved in research activities have supervised access to the department's animal behavior laboratory, human research laboratories, and off-campus professional agencies.

#### Admission

Declaration of the major in psychology must be made by application to the department. Information on procedures for application is available from the Department Advisement Center (SS 399B). Application may be made during any semester at any time prior to final exam week, or prior to August during summer sessions.

The criteria outlined below will apply to all course work completed prior to and including the semester during which application is made. The department will notify students of action on the application before the subsequent semester. A PSY 101, 210, and 211 may not be taken elsewhere after matriculation at Albany.

#### I. Criteria for Admission to the Psychology Major for Students Admitted as Freshmen to Albany:

1. Students must have completed at least 24 hours of college credit (sophomore status).
2. Students' cumulative grade point average for all course work at the University at Albany must be 2.00 or higher at the time of evaluation of the application.
3. For **Full Admission** to the major: students must have a grade point average of 2.50 or higher in psychology courses listed as counting toward the major on their official degree audit at the time of evaluation of the application. The courses A PSY 101 or T PSY 102, A PSY 210, and A PSY 211 must have been completed with a minimum grade of a C- in each.
4. For **Conditional Admission** to the major (which is an optional category for students who have not yet completed A PSY 211 with a C-), students must have completed A PSY 101 or T PSY 102 and A PSY 210 with a C- or better and have a grade point average of 2.75 or higher in psychology courses listed as counting toward the major on their official degree audit. Once students have been conditionally admitted they must complete A PSY 211, with a C- or better, in the **next semester AND** have a grade point

average of 2.50 or higher in psychology courses at the end of that semester to become **fully declared**. If not, they will revert back to an **intended** psychology major until the full admission requirements (1-3) are met.

#### II. Criteria for Transfer Students:

For purposes of declaration of the major, the department recognizes three categories of transfer students. The criteria for admission to the major are different for these three categories. Transfer students may not apply transfer credit for A PSY 101, A PSY 210, and A PSY 211 with grades of D toward the major.

1. Transfer students who enter the University with less than 42 transfer credits or without credit for A PSY 101 must fulfill the criteria specified in section I, above.
2. Transfer students who enter the University with 42 or more transfer credits, have transfer credit for A PSY 101 and 210 with a grade of C- or higher in each, and have a 2.50 average for all psychology courses listed on their official degree audit that are applied toward the major will be conditionally admitted to psychology as a major and receive advisement in the psychology department. Such students must complete A PSY 211 in their first semester here with a grade of C- or higher AND students must have a grade point average of 2.50 or higher in psychology courses listing as counting toward the major on their official degree audit upon completion of A PSY 211 or their provisional admission to the major will be withdrawn.
3. Transfer students who enter the University with 42 or more transfer credits, have transfer credit for A PSY 101, A PSY 210 and A PSY 211 with a grade of C- or higher in each, and have a 2.50 average in all psychology courses listed on their official degree audit that are applied toward the major may immediately declare psychology as a major.

#### Repeating Courses

Students wishing to become majors may retake courses in A PSY 101, A PSY 210, and A PSY 211 in order to achieve the minimum grade of C- required in each course. A minimum psychology GPA of 2.50 or higher in courses listed on their official degree audit is also required to declare the major. When retaking courses, only the higher grade will be used in calculating the psychology GPA.

Students are strongly advised to consult with the Director of the Psychology Advisement Office and/or the Director of Undergraduate Studies before repeating courses so that they are fully aware of their obligations to meet all the admission criteria needed to attain major status before repeating any courses in the hope of ultimately gaining entry into the major. Students will be advised of what is needed to complete the next semester and/or discuss possible alternative major options.

## Appeals

Students who are denied admission to the major may appeal the decision by petitioning the department chair. Such appeals will be evaluated at the beginning of each semester, prior to the final date for adding courses. The decision on the appeal will be made by the department chair and the director of the advisement center.

## Degree Requirements for the Major in Psychology

**General Program B.A.:** A minimum of 36 credits in psychology including A PSY 101 or T PSY 102, A PSY 210, A PSY 211 and one course designated with a "T" suffix. (The "T" suffix course satisfies the Competencies in the Major component of the General Education Program: Information Literacy, Oral Discourse, and Advanced Writing.)

3 credits in each of the following 4 categories:

- Category 1  
Cognitive Behavioral Approaches:  
at least 3 credits from A PSY 380 or 381
- Category 2  
Clinical Developmental Approaches:  
at least 3 credits from A PSY 203  
or 338 or T PSY 223
- Category 3  
Social Basis: at least 3 credits from  
A PSY 270 or 327
- Category 4  
Biological Basis: at least 3 credits from  
A PSY 214 (or T PSY 214) or 382  
or 387

15 credits of electives: any courses offered with an A PSY prefix (E CPY and E PSY courses do not count toward the major). Any courses not used to complete the previous categories may be used as electives.

**NOTE:** Of the 36 credits required for the major, a student must complete at least 12 credits in courses numbered 300 or above.

For psychology majors who satisfy the major requirements as outlined in this bulletin, A PSY 210 and 211 are restricted to *A-E* grading after matriculation at Albany.

A maximum of 3 credits in independent study courses (A PSY 297, 297Z, 397, 397T, 397Z, and 497Z) may be applied to major credit but may not be used to satisfy the 300 level or above requirement. The courses may be repeated for university credit. No more than 6 additional credits in independent study courses may be used for graduation credit.

## Honors Program

A psychology major, or double major with psychology listed first, may file an application for admission with the Honors Committee as early as the second semester of the sophomore year or as soon as the minimum requirements for admission to the program have been satisfied. The duration of the program is three semesters and commences only in the fall semester.

The minimum requirements for admission include completion of A PSY 101 or T PSY 102, A PSY 210 and A PSY 211. If the student has not been able to complete A PSY 211 by the first semester of the junior year, it is possible to obtain permission to take A PSY 211 concurrently with the Honors Seminar. A grade point average of 3.30 or higher overall for all course work taken for graduation credit at the University is required, as is a 3.50 grade point average or higher for psychology courses applicable toward the major.

Honors students must complete a total of 48 credits in psychology. Of these credits, 36 are the same as required of all majors and the remaining 12 credits are listed below.

Honors majors must complete their additional 12 credits by completing A PSY 310 (3 credits), 399 (3 credits), and 499 (6 credits). Furthermore, students must submit a senior honors thesis acceptable to the research sponsor and the Honors Committee.

The program commences with the Honors Seminar (A PSY 399) in the fall semester of the junior year. A PSY 211 must be taken at this time if it has not already been completed.

The seminar introduces the student to (advanced) issues of scientific method and experimental design. As soon as the student has a general idea for the research project, he or she is encouraged to discuss the project with a potential research

sponsor, especially as regards feasibility. By the end of the seminar course, the student should be conversant with a problem area, have arranged a research sponsor and be ready to submit a research proposal. The Honors student will conduct the research in two project courses (A PSY 499) during the second semester of the junior and the first semester of the senior year.

The Honors Thesis written by the end of the second project course will consist of a review of the literature, the hypothesis to be tested, an experimental design (from the research proposal), data collected, any statistical analysis, and a discussion.

Students in the Honors Program are required to maintain an overall grade point average of 3.30 or higher during the junior and senior years and an overall grade point average of 3.50 or higher for all psychology courses applicable toward the major. The work of each candidate in the honors program will be reviewed at the completion of the junior year by the Departmental Honors Committee.

Students not meeting the above-stated standards at that time may be precluded from continuing in the program for the senior year. Students who remain below the stated standards throughout their senior year will not be eligible for a degree with Honors.

After completion of the above requirements, the records of the candidate will be reviewed by the Departmental Honors Committee who shall recommend, to the department, candidates for the degree with honors in psychology.

## Combined B.A./M.S. Program

The combined B.A./M.S. program in psychology/mental health counseling provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of undergraduate and master's degree programs from the beginning of their junior year. Carefully designed programs can permit students to earn the B.A. and M.S. degree within nine semesters and a summer session. In qualifying for the B.A., students must meet all University and college requirements, including the requirements of the undergraduate major described previously, the university minor requirement, the minimum 90 credit liberal arts and sciences requirement, the general education requirements, and residency requirements. In qualifying for the M.S., students must meet all University and college requirements as outlined in the Graduate Bulletin.



Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.S. program. Students may be admitted to the combined degree program at the beginning of their junior year, or after the successful completion of 56 credits. A cumulative grade point average of 3.20 or higher and three supportive letters of recommendation from faculty are required for consideration.

## Courses in Psychology

### A PSY 101 Introduction to Psychology (3)

The basic methods and points of view in the scientific study of human behavior. Topics include biological bases of behavior, personality organization, intelligence, motivation, emotions, learning, and social relations. For psychology majors completing their major requirements as outlined in this bulletin or subsequent editions, A PSY 101 is restricted to *A–E* grading after matriculation at Albany. A PSY 101 must be completed with a *C–* or better for the major in Psychology.

### A PSY 102 Advanced Introduction to Psychology (4)

Same topics as A PSY 101, but topics are covered in greater detail. Three class periods and one discussion-laboratory section per week. This course is intended for students who have more than average interest in psychology and who are considering becoming psychology majors. Only one of A PSY 101 or 102 or T PSY 102 may be taken for credit. A PSY 102 must be completed with a *C–* or better for the major in Psychology.

### T PSY 102 (formerly A PSY 102H) Advanced Introduction to Psychology (4)

Same topics as A PSY 101, but topics are covered in greater detail. Three class periods and one discussion-laboratory section per week. This course is intended for students who have more than average interest in psychology and who are considering becoming psychology majors. Only one of A PSY 101 or 102 or T PSY 102 may be taken for credit. T PSY 102 must be completed with a *C–* or better for the major in Psychology. Open to Honors College students only.

### A PSY 203/203T Psychology of Child Development (3)

The genesis of various behavior forms; social, emotional, and intellectual development in contemporary society; the relationship between childhood experience and personality development. Prerequisite(s): A PSY 101.

### A PSY 210 Statistical Methods in Psychology (3)

Methods of analyzing quantitative data in psychology and the behavioral sciences. The relation of each of the various methods to the design of experiments. For psychology majors completing their major requirements as outlined in this bulletin or subsequent editions, A PSY 210 is restricted to *A–E* grading after matriculation at Albany. A PSY 210 must be completed with a *C–* or better for the major in Psychology. Prerequisite(s): A PSY 101.

### A PSY 211 Experimental Psychology (3)

Topics of psychological research, with emphasis on the manipulation and control of variables, reducing error variance, internal and external validity, the elimination of confounding factors, and social-psychological aspects of experiments. Discussion includes selected topics in the philosophy of science, logical inference, hypothesis testing, theory construction and ethics. For psychology majors completing their major requirements as outlined in this bulletin or subsequent editions, A PSY 211 is restricted to *A–E* grading after matriculation at Albany. A PSY 211 must be completed with a *C–* or better for the major in Psychology. Prerequisite(s): A PSY 101 and 210.

### A PSY 214/214T Introduction to Biopsychology and Behavioral Neuroscience (3)

An introduction to basic nervous system function and its control of behavior. Examination of the contribution of the field of neuroscience to understanding both normal and abnormal behavior. Topics will include anatomical, neurochemical, physiological, developmental, and endocrine aspects of neurobehavioral function. Only one version of A PSY 214 may be taken for credit. Prerequisite(s): A PSY 101.

### T PSY 214 Honors Introduction to Behavioral Neuroscience (3)

An introduction to basic nervous system function and its control of behavior. Examination of the contribution of the field of neuroscience to understanding both normal and abnormal behavior. Topics will include anatomical, neurochemical, physiological, developmental, and endocrine aspects of neurobehavioral function. Prerequisite(s): A PSY 101, strong background in biology and chemistry, preferably biochemistry. T PSY 214 is the Honors College version of A PSY 214; only one version may be taken for credit. Open to Honors College students only.

### A PSY 223 Emotional and Social Development (3)

This course will examine emotional and social development from infancy through adolescence. Topics will include the development of emotional expression and understanding, temperament, emotion regulation, effortful control, attachment theory, the emergence of the self and identity, self-control, and peer relationships. The contributions of culture and family socialization practices to children's emotional and social development will be discussed. Students will also be introduced to research methods used in studying children's emotional and social development. Only one version of A PSY 223 can be taken for credit. Prerequisite(s): A PSY 101. May not be offered in 2018-2019.

### T PSY 223W Emotional and Social Development (3)

T PSY 223W is the Honors College version of A PSY 223; only one version can be taken for credit. Open to Honors College students only. May not be offered in 2018-2019.

### A PSY 270/270T Social Psychology (3)

The relation between the individual and the group, the influence of culture and of institutions on human personality, the nature and

types of leadership, factors in the development of social attitudes, the psychology of mass movements and of social decisions. Prerequisite(s): A PSY 101.

### A PSY 297/297W/297Y/297Z Directed Study in Psychology (3)

Provides an opportunity for a sophomore to work on a project under the supervision of a faculty member. Open to majors and nonmajors. May be repeated for credit. A maximum of 3 credits in independent study courses (A PSY 297, 397, or 497) may be applied to major credit, but may not be used to satisfy the 300-or-above requirement. Applicant must present a statement which defines the research, lists resources, provides method(s) of evaluating student, and bears the approval by signature of the faculty supervisor. Prerequisite(s): A PSY 101 and permission of instructor. *S/U* graded.

### A PSY 301 (= A LIN 301 & A PHI 301) Introduction to Cognitive Science (3)

Cognitive science investigates the nature of the human mind and cuts across several disciplines (e.g., psychology, computer science, philosophy, linguistics). This course examines the approaches these disciplines use to promote our understanding of various mental phenomena (e.g., perceiving, reasoning, production and comprehension of language, memory). Only one version of A PSY 301 may be taken for credit. May not be offered in 2018-2019.

### A PSY 310/310T History of Psychology (3)

A critical analysis of basic writings which have contributed to the historical development of psychology as a science. Only one version of A PSY 310 may be taken for credit. Prerequisite(s): A PSY 101.

### A PSY 314/314T Advanced Biopsychology and Behavioral Neuroscience (3)

The role of physiological mechanisms in behavioral processes. Detailed examination of the involvement of biological systems in feeding and drinking, sexual behavior, sleep and arousal, learning and memory, psychopathology and psychopharmacology. Only one version of A PSY 314 may be taken for credit. Prerequisite(s): A PSY 214 or permission of instructor.

### A PSY 327/327T Personality (3)

Biological and social determinants of personality and its development; methods of studying personality; the various systems of psychology and their interpretations of personality structure. Only one version of A PSY 327 may be taken for credit. Prerequisite(s): A PSY 101.

### A PSY 328 Social Cognition (3)

Introduction to the cognitive processes governing how we think about and make judgments about the self, other people and social situations, and how other people and social situations influence how we think. Reviews classic and current research on causal attribution, social schemata, person perception, and other social inference mechanisms. Prerequisite(s): A PSY 101 and 270. May not be offered in 2018-2019.

**A PSY 329/329T Health Psychology (3)**

Survey of psychological theory and research in the promotion and maintenance of health, the prevention and treatment of illness, and the improvement of health care delivery. Topics include health-enhancing and health-compromising behaviors, stress and coping, patient-provider communication, pain management, and psychosocial aspects of specific illnesses such as cancer, heart disease, and AIDS. Only one version of A PSY 329 may be taken for credit. Prerequisite(s): A PSY 101.

**A PSY 333/333T Childhood Behavior Disorders (3)**

Survey of the behavior disorders of childhood, including conduct disorders, pervasive developmental disorders, and other childhood problems that are of concern to those who work with children. Only one version of A PSY 333 may be taken for credit. Prerequisite(s): A PSY 101 and 203.

**A PSY 338/338T Abnormal Psychology (3)**

Survey of the behavior disorders, including the psychoses, psychoneuroses, mental deficiencies, and other forms of psychopathology. Only one version of A PSY 338 may be taken for credit. Prerequisite(s): A PSY 101, and 203 or 327.

**A PSY 340/340T The Psychology of Human Sexuality (3)**

In-depth coverage of research and theory on: biological and social causes of sex differences in behavior, attraction and love, marriage and alternatives, sexual behavior, personality variables relating to sexual responsiveness, sexual dysfunction, sexual deviations, effects of erotica, and birth control. Only one version of A PSY 340 may be taken for credit. Prerequisite(s): A PSY 101.

**A PSY 341/341T Industrial/Organizational Psychology (3)**

Survey of theory, research, and applications in major topical areas of industrial/organizational psychology. Topics include work motivation, job satisfaction, performance appraisal, leadership, personnel selection, training and development, communication, psychological testing, and organization development. Only one version of A PSY 341 may be taken for credit. Prerequisite(s): A PSY 101; 210 or equivalent statistics course approved by the instructor, or permission of instructor.

**A PSY 365 Psychology and Language (3)**

Introduction to problems of linguistic behavior; psychological aspects of phonology, syntax, and semantics; theoretical interpretations of language behavior; relationship of language to cognitive processes; study of communication. Prerequisite(s): A PSY 101 and permission of instructor.

**A PSY 368/368T The Self (3)**

Reviews classic theories and current issues regarding the psychology of self and identity. Topics include the nature and structure of the self-concept and self-esteem, sources of self-knowledge, self-regulation, public and private motives of the self, and cognitive, motivational and emotional effects of the structure and

content of the self. Only one version of A PSY 368 may be taken for credit. Prerequisite(s): A PSY 101 and 270. May not be offered in 2018-2019.

**A PSY 380/380T Learning (3)**

Analysis of basic problems in learning. Consideration of data resulting from human and animal experimentation. Only one version of A PSY 380 may be taken for credit. Prerequisite(s): A PSY 210 and 211; or permission of instructor.

**A PSY 381/381T Memory and Cognition (3)**

Examination of both basic and complex information processing skills of humans. Topics include sensory memory, selective attention, pattern recognition, coding processes, short-term and long-term memory performance, theories of recognition and recall, and theories of semantic memory. Only one version of A PSY 381 may be taken for credit. Prerequisite(s): A PSY 101, 210, and 211.

**A PSY 382/382T Sensation and Perception (3)**

Consideration of biological and psychophysical aspects of sensory systems and the processes by which organisms process sensory information and organize their perceptual worlds. Human perception will be stressed. Only one version of A PSY 382 may be taken for credit. Prerequisite(s): A PSY 211 or permission of instructor.

**A PSY 384 Motivation (3)**

Will explore current human motivation theories and research, focusing on the social, cognitive, and emotional processes that initiate, energize, and direct behavior. Topics will include: the structure and function of goals, examining reasons for engaging in activities, and the application of theories and research findings to various life domains. Prerequisite(s): A PSY 101, 210, 211, and 270.

**A PSY 385/385T Evolutionary Psychology (3)**

Review of the genetic, ecological, and adaptive correlates of behavior. Topics include the comparative development of higher mental processes, aggression, anti-predator behaviors, biological constraints on learning, and behavior genetics, with emphasis on animal behavior and evolution as a model for understanding human behavior. Only one version of A PSY 385 may be taken for credit. Prerequisite(s): A PSY 101.

**A PSY 387/387T Behavior Genetics (3)**

Examination of the role which heredity plays in individual differences in behavior, and the mechanisms by which these influences operate. Emphasis on the role of genetics in development of the organism and its behavior. Only one version of A PSY 387 may be taken for credit. Prerequisite(s): 9 credits in psychology including A PSY 101 and 210; or permission of instructor.

**A PSY 388 Introduction to Psychopharmacology (3)**

Overview of the principles of psycho-pharmacology as relevant to drug use; the biological, neurochemical and physiological mechanisms underlying the actions of drugs; psychiatric medications and their therapeutic actions and

associated toxicities; and the history, consequences, and complexity of drug use and abuse. Prerequisite(s): A PSY 214.

**A PSY 389/389T Addictive and Compulsive Behaviors (3)**

This course will provide an overview of alcohol, drug use, and gambling as examples of addictive behaviors. Students will learn about historical and contemporary societal attitudes toward these behaviors and come to appreciate that "addiction" is a multifaceted concept entailing psychological, biological, family, and societal variables. We will compare and contrast prominent theoretical models of the development of addictive behaviors, evaluate research-based findings on prevention and treatment, and examine controversial legal and societal issues surrounding substance abuse and compulsive gambling. Only one version of A PSY 389 may be taken for credit. Prerequisite(s): A PSY 101; A PSY 210; A PSY 211; junior or senior standing; psychology major.

**A PSY 395T (= U UNL 395T) Information Literacy in Psychology (2)**

This course emphasizes a broad range of information sources and strategies for finding information with an emphasis in the discipline of psychology. An emphasis is also placed in understanding issues associated with psychological research. U UNL/A PSY 395T meets the requirements for Information Literacy, Oral Discourse, and Advanced Writing in the psychology major. Prerequisite(s): major in Psychology.

**A PSY 397/397T/397Z Directed Research in Psychology (3)**

Provides the opportunity for a junior to work on a research project under the supervision of a faculty member. Open to majors and nonmajors. May be repeated for credit. A maximum of 3 credits in independent study courses (A PSY 297, 397, or 497) may be applied to major credit, but may not be used to satisfy the 300-or-above requirement. Each applicant must present a statement of the intended project which clearly defines the problem and/or topic, lists resources for the project, provides the basis of student evaluation, and bears the approval by signature of the faculty adviser. Prerequisite(s): A PSY 210 and 211, and permission of instructor. *S/U* graded.

**A PSY 399 Honors Seminar (3)**

Seminar specifically designed for students admitted to the department's honors program. The course involves discussion of design problems in a particular psychological context, outlining ways in which psychological science progresses, from the generation of hypotheses to the interpretation of information gathered and design and analysis. Discussion will also follow a written evaluation, against a number of explicit desiderata, of a paper presented by a member of the group, or one from the literature, or one from a member of the faculty. Ethical issues will also be considered, specifically those that arise from performance of research using human subjects. Prerequisite(s): admission to the department's honors program.

**A PSY 450/450T/450Z Selected Topics in Psychology (3)**

Selected topics from the current literature bearing on issues that define the specified fields. Specific areas to be announced at time of offering. May be repeated once for credit. Prerequisite(s): A PSY 210 and 211, and permission of instructor.

**A PSY 490 (= A BIO 490)**

**Topics in Neuroscience (3)**

This course is designed as the capstone course for the interdisciplinary Neuroscience Minor. It is expected that Minors will take this course in the fall of their senior year. This course will be team taught by Neuroscience faculty from Biology and Psychology and will cover current topics in neuroscience research, engaging students in the original research literature and providing information about graduate education and careers in neuroscience. Prerequisite(s): permission of instructor.

**A PSY 497W/497Z Independent Study and Research (3-6)**

Survey of the research literature and/or conduct of a research project on a selected methodological, theoretical, or applied problem. Each student must have a faculty adviser. Open to majors and nonmajors. May be repeated for credit. A maximum of 3 credits in independent study courses (A PSY 297, 397, or 497) may be applied to major credit, but may not be used to satisfy the 300-or-above requirement. Each applicant must present a statement of the intended project which clearly defines the problem and/or topic, lists resources for the project, provides the basis of student evaluation, and bears the approval by signature of the faculty adviser. Prerequisite(s): A PSY 101 and 12 additional credits in psychology and permission of instructor; statement of the intended project and a study plan; A PSY 210 and 211 recommended. S/U graded.

**A PSY 499/499Z Honors Project in Psychology (3)**

The design, conduct, analysis, interpretation, and write-up of a research project under the supervision of a faculty mentor. Open to Honors Program students only. Each applicant must present a full proposal of the intended project. May be repeated once for credit. Prerequisite(s): A PSY 399 and permission of Honors Program director.

**Program in Religious Studies**

**Faculty**

*Director of Religious Studies*  
Nadieszda Kizenko, Ph.D.  
Department of History

*Professor Emeritus*  
John Monfasani, Ph.D.  
Department of History

*Professors*  
Louise M. Burkhart, Ph.D.  
Department of Anthropology

Rachel Cohon, Ph.D.  
Department of Philosophy  
Susanna Fessler, Ph.D.  
Department of East Asian Studies  
Nadieszda Kizenko, Ph.D.  
Department of History  
John Schwaller, Ph.D.  
Professor of History

*Associate Professors*  
Patrick Nold, D. Phil.  
Department of History  
Dmitri Korobeynikov, D.Phil., Ph.D.  
Department of History  
Nathan Powers, Ph.D.  
Department of Philosophy

*Assistant Professors*  
Federica Francesconi, Ph.D.  
Department of History/  
Judaic Studies Program  
Aaron Proffitt, Ph.D.  
Department of East Asian Studies

Religious Studies is an Interdisciplinary Studies major reflecting a wide variety of academic interests and disciplines. Its purpose is to produce a formal structure for the study of the religions of humankind.

Religion, one of the most basic of human concerns, has occupied a leading place in the thought and activities of all peoples from the earliest civilizations (as shown by archaeology), through early literate societies, (as seen in their religious texts), to the present, where religious beliefs and their consequences continue to shape the daily news.

**Degree Requirements: Bachelor of Arts in Interdisciplinary Studies with a faculty-initiated concentration in Religious Studies**

**General program B.A.:** Religious Studies requires a minimum of 36 credits, at least 18 of which must be on the 300 and 400 level, distributed as follows:

1. 3 credits from: A REL 100 Introduction to the Study of Religion
2. 15 credits from Breadth Courses:
  - A AFS 341 African/African-American Religion
  - A ANT 175 (= A REL 175) Anthropology and Folklore
  - A ARH 205 Myths of the Greek and Roman World in Western Art
  - A ANT 233 (= A LCS 233) Aztecs, Incas, and Mayas
  - A ANT 363 (= A REL 363) Ethnology of Religion

- A HIS 235 (= A REL 235) Early and Medieval Christianity
- A HIS 253 (= A JST 253 & A REL 253) Medieval and Early-Modern Jews among Muslims and Christians
- A HIS 387 (= A REL 387) Islam in the Middle East: Religion and Culture I
- A HIS 388 (= A REL 388) Islam in the Middle East: Religion and Culture II
- A JST 150 Jewish Civilization: From the Birth of the Israelites until the Present
- A JST 151 (= A REL 151) Judaism and its Foundational Texts
- A PHI 214 (= A REL 214) World Religions
- A PHI 220 (= T PHI 220 & A REL 220) History of Social and Political Philosophy
- A PHI 311 History of Medieval Philosophy
- A PHI 322 (= A REL 322) Philosophy of Religion
- A REL 200 Introduction to the Bible
- A REL 265 (= A EAS 265) Introduction to Buddhism
- A REL 299 (= A JST 299) Topics in Religious Studies
- A REL 397 Independent Study of Religious Studies

3. 18 credits from one of the Concentrations: Religious Creative Expressions (Art, Architecture, Music, Literature); Religion and Society; or Critical Issues of Religion.

**Courses for the Concentration in Religious Creative Expressions (Art, Architecture, Music, Literature):**

- A ARH 170 Survey of Art in the Western World I
- A ARH 171 Survey of Art in the Western World II
- A ARH 205 Myths of the Greek and Roman World in Western Art
- A ARH 241 Introduction to Italian Renaissance Art and Architecture
- A ARH 331 Monarchs, Monks, and Medieval Art: Europe 500-1100 C.E.
- A ARH 332 Gothic Art and Architecture
- A ARH 341 Italian Renaissance Art and Architecture: 1250-1450
- A ARH 342 Italian Renaissance Art and Architecture: 1450-1600
- A ARH 402 Roman Sculpture
- A ARH 405 Greek Architecture
- A ARH 432 Gothic Architecture
- A ARH 442 Art and Change in Northern Europe, 1300-1500
- A CLA 207 (= A ARH 207) Egyptian Archeology
- A CLA 208 (= A ARH 208) Greek Archaeology

A ENG 330 Literature of the Middle Ages  
A ENG 336 American Literature to 1800

***Courses for the Concentration  
in Religion and Society:***

A ANT 341 (= A LCS 341) Ethnology  
of Mesoamerica  
A ANT 233 (= A LCS 233) Aztecs, Incas,  
and Mayas  
A ANT 433 Mesoamerican Archaeology  
A HIS 235 (= A REL 235) Early and  
Medieval Christianity  
A HIS 324 Religion in American Life  
and Thought  
A HIS 336 History of the Early Middle  
Ages  
A HIS 337 The High Middle Ages  
A HIS 338 The Italian Renaissance,  
1300-1530  
A HIS 339 (= A REL 339) Renaissance  
and Reformation in 16<sup>th</sup> Century  
Europe  
A HIS 346 History of England I  
A HIS 350 Gold, Conquest, & Pirates:  
Spain and Portugal in the Americas  
A HIS 354 History of Russia I  
A HIS 381 History of the Middle East I  
A HIS 383 The Arab-Israeli Conflict  
in Historical Perspective  
A HIS 387 (= A REL 387) Islam in the  
Middle East: Religion and Culture I  
A HIS 388 (= A REL 388) Islam in the  
Middle East: Religion and Culture II  
A HIS 425 American Intellectual History  
Since 1860  
A HIS 463 The Byzantine Empire,  
300-1453  
A JST 150 Jewish Civilization: From the  
Birth of the Israelites until the Present  
A JST 151 (= A REL 151) Judaism and  
its Foundational Texts  
A JST 221 (= A HIS 221) The American  
Jewish Experience  
A JST 244 (= A HIS 244 & A HEB 244)  
Zionism, Palestine, and Israel in  
Historical Perspective  
A JST 251 (= A HIS 252) Early Israel and  
Biblical Civilization  
A JST 252 (= A REL 252) Jews,  
Hellenism, and Early Christianity  
A JST 254 (= A REL 254 & A HIS 254)  
The Jews in the Modern World  
A REL 265 (= A EAS 265) Introduction  
to Buddhism  
A REL 266 (= A EAS 266) Buddhism  
in East Asia  
A REL 357 (= A EAS 357) Zen Buddhism

***Courses for the Concentration  
in Critical Issues in Religion:***

A AFS 213 History of the Civil Rights  
Movement  
A CAS 141 Concepts of Race and Culture  
in the Modern World

A EAS 266 (= A REL 266) Buddhism  
in East Asia  
A EAS 345 (= A REL 345) Ethical Issues  
in East Asian Thought  
A HIS 235 (= A REL 235) Early and  
Medieval Christianity  
A HIS 250 (= A JST 250) The Holocaust  
in History  
A HIS 253 (= A JST 253 & A REL 253)  
Medieval Jews among Muslims and  
Christians  
A HIS 336 History of the Early Middle  
Ages  
A HIS 337 The High Middle Ages  
A HIS 338 The Italian Renaissance,  
1300-1530  
A HIS 339 (= A REL 339) Renaissance  
and Reformation in 16<sup>th</sup> Century  
Europe  
A HIS 381 History of the Middle East I  
A HIS 387 (= A REL 387) Islam in the  
Middle East: Religion and Culture I  
A HIS 388 (= A REL 388) Islam in the  
Middle East: Religion and Culture II  
A PHI 114 Morals and Society  
A PHI 115 Moral Dilemmas  
A PHI 220 (= T PHI 220 & A REL  
220) History of Social and Political  
Philosophy  
A PHI 212 Introduction to Ethical  
Theory  
A REL 299 (= A JST 299) Topics  
in Religious Studies  
E APS 120 Toleration

4. 3 credits from: A REL 499 Senior Sem-  
inar in Religious Studies

NOTE: Courses that conform to the  
intent and content of the concentration  
but are not listed may be counted towards  
fulfilling the requirements upon approval  
of the program director. A rearrangement  
of courses into new concentrations may  
be possible upon the approval of the pro-  
gram director.

Students may also complete a minor in  
religious studies.

**Courses in Religious Studies**

**A REL 100 Introduction to the Study of Religion (3)**  
Exploration of the religious dimension of life,  
with an introduction to the theory and practice  
of religion, including such topics as myth, ritual,  
belief, reason, revelation, mysticism, religious  
organization, etc., and their relation to other  
personal, social and cultural aspects of human  
experience, past and present.

**A REL 151 (= A JST 151) Judaism and  
its Foundational Texts (3)**

Serves as a broad introduction to Judaism and  
examines Jewish traditions, practices, and vari-  
ety of Jewishness through classic, traditional,  
unorthodox, and even heretical Jewish texts

from antiquity until the present. No knowledge  
of Hebrew or background in Jewish culture or  
history is required. Only one of A JST 151 and  
A REL 151 may be taken for credit.

**A REL 155 (= A JST 155) Judaism: Traditions and  
Practices (3)**

Examines the development of Jewish tradi-  
tions and practices from the Rabbinic period to  
the present. Addresses Jewish law and custom  
related to the cycle of Jewish holidays through-  
out the year, and life-cycle events from cradle to  
grave. Differentiates among beliefs and practices  
of various Jewish denominations. For those not  
already familiar with this subject matter, rec-  
ommended preparation for other JST courses.  
Only one version of A REL 155 may be taken  
for credit.

**A REL 175 (= A ANT 175) Anthropology and  
Folklore (3)**

Introduction to the study of folklore as an aspect  
of culture, symbolically expressing people's  
identity, beliefs and values. The focus is on oral  
text traditions — myths, folktales, and legends  
— topics in folk custom and ritual, folk music  
and folk art are also included. Includes folklore  
from Western and non-Western cultures. Only  
one version of A REL 175 may be taken for  
credit. Offered fall semester only.

**A REL 200 Introduction to the Bible (3)**

This course is intended to introduce the stu-  
dent to the content, background, and nature of  
the writings that constitute the basis of Judeo-  
Christian culture. Modern methods of research  
(textual, archaeological) will be discussed, and  
class sessions will often be illustrated by slides  
of works of art (statuary, mosaic, painting) inspired  
by the Biblical narrative.

**A REL 214 (= A PHI 214) World Religions (3)**

Survey of the major religions of the world, con-  
centrating on those practices and beliefs that  
contribute to their value systems. Religions  
include Buddhism, Christianity, Confucianism,  
Hinduism, Islam, Judaism and Taoism. Only  
one version of A REL 214 may be taken for  
credit.

**A REL 220 (formerly A REL 116) (= A PHI 220)  
History of Social and Political Philosophy (3)**

Formerly A PHI/ A REL 116. In any society,  
individuals have both shared interests as well as  
conflicts. Societies impose laws to resolve those  
conflicts. But this, in turn, raises the possibil-  
ity of still further conflicts — between indi-  
viduals and the laws. What is the relationship  
between individuals and a society's laws? Do  
individuals have an obligation to obey the law?  
Does society have an obligation to impose only  
just laws on individuals — and what is justice,  
anyway? These are some of the questions that  
will be explored in this course by reading a variety  
of theories, starting with ancient writings and  
ending with work from the 20<sup>th</sup> or 21<sup>st</sup> century.  
Only one of A PHI/A REL 116 or A PHI/A  
REL 220 or T PHI 116 or T PHI 220 may be  
taken for credit.

**A REL 235 (= A HIS 235) Early and Medieval Christianity (3)**

Survey of the intellectual, ritual, and institutional development of Christianity from the apostles to the later Middle Ages. Only one version of A HIS 235 or A REL 235 may be taken for credit.

**A REL 252 (= A JST 252) Jews, Hellenism, and Early Christianity (3)**

History of the Jewish people from Alexander the Great to the decline of the ancient world. Topics include examination of cultural conflict in Judea and the diaspora, confrontation with Greco-Roman Hellenism and early Christianity, sectarianism, and the beginnings of Rabbinic institutions. Only one version of A REL 252 may be taken for credit. May not be offered in 2018-2019.

**A REL 253 (= A HIS 253 & A JST 253) Medieval and Early-Modern Jews among Muslims and Christians (3)**

Explores the course of Jewish history from the destruction of the Second Temple in Jerusalem until the French Revolution. Investigates the experience of Jews between and within the major religious and cultural systems that dominated medieval Europe; Islam and Christianity. The course charts the history of Sephardic and Ashkenazic Jewry, noting the important social, religious, cultural, and political characteristics of each community, as well as their interaction with two great world civilizations. Only one of A HIS 253, A JST 253 & A REL 253 may be taken for credit.

**A REL 254 (= A HIS 254 & A JST 254) The Jews in the Modern World (3)**

Beginning with the end of the late Middle Ages and the emergence of the Enlightenment, this class explores how Jewish communities responded to the demands of an ever-expanding modern world. Examines the ways in which Jews and Jewish communities sought to create modern expressions of Judaism and the response of rabbinic Judaism to these challenges. Explores the rise of Hasidism, the aims of Enlightened Jewry, nationalism, the creation of secular Jewish cultures, the World Wars, modern antisemitism and the Nazi Holocaust, and the emergence of new Jewish centers in the United States and Israel. Only one of A JST 254 and A REL 254 and A HIS 254 and A JST 344 may be taken for credit.

**A REL 256 (= A JST 256 & A HIS 266) World Jewry since the Holocaust (3)**

Examines the historical, cultural, societal, and demographic changes in world Jewry since the Holocaust. Investigates the decline of European Jewish communities and the development of the United States and Israel as postwar centers of modern Jewish life. Only one version of A REL 256 may be taken for credit. May not be offered in 2018-2019.

**A REL 261 (= A EAS 261) Introduction to the Religions of Japan (3)**

An introduction to the major religious traditions of Japan, particularly Shinto and Buddhism,

this course will cover the major forms of religious expression in Japanese history from the earliest historical records to the so-called New Religions which arose in the 20<sup>th</sup> century. Discussion will include the philosophical, artistic, social, and political dimensions of religion in Japanese society.

**A REL 265 (= A EAS 265) Introduction to Buddhism (3)**

This course is an introduction to Buddhism, covering its early history in South Asia, its expansion into Central, East, and Southeast Asia, and its recent growth in Europe and the Americas. Students will acquire a foundational knowledge about basic Buddhist doctrines and practices, as well as the diversity of Buddhism as a lived religion. Class content will focus on textual, artistic, philosophical, literary, social, and political expressions of the Buddhist tradition. Only one version of A REL 265 may be taken for credit.

**A REL 266 (= A EAS 266) Buddhism in East Asia (3)**

This course is an introduction to the history and development of the Buddhist traditions of East Asia (China, Korea, Japan, Taiwan, Tibet, and Vietnam). Students will acquire a foundational knowledge of early Indian Buddhist doctrines and practices, as well as the pre-Buddhist Chinese religious and philosophical systems Confucianism and Daoism, so as to come to a critical understanding of the emergence of uniquely East Asian form of Buddhism. Class content will focus on textual, artistic, philosophical, literary, social, and political expressions of the Buddhist tradition in premodern and modern East Asia. Only one version of A REL 266 may be taken for credit.

**A REL 270 (= A JST 270) Jewish-Christian Relations (3)**

This course compares and contrasts the belief systems and historical contacts, both positive and negative, of Jews and Christians, from the origins of Christianity to the ecumenical movement in the contemporary United States. Only one version of A JST 270 and A REL 270 may be taken for credit.

**A REL 297/297Z (= A HIS 297/297Z) Religion and Society in History (3)**

This course will focus on the role religion has played in societies from antiquity to the present. Our examination will include the anointed kings of ancient Israel, the idealized unity of emperor and patriarch in Byzantium, the universal claims of the Holy Roman Empire, the role of the prophet in Islam, the divinity of the Emperor in China and Japan, the conception of the monarchy in Western and Eastern Europe, the anti-religious rhetoric of European revolutions, the separation of church and state in contemporary secular societies, the current revival of fundamentalism, and the persistence of wards based on religion. Architecture, music, iconography, and rituals will be examined for the information they provide. Only one version of A REL 297 may be taken for credit.

**A REL 299 (= A JST 299) Topics in Religious Studies (1-3)**

An elementary course in Jewish culture, history, philosophy, literature or the Bible that is devoted to a topic or theme, a particular work or works, or a particular author or authors. May be repeated for up to six credits when content varies.

**A REL 322 (= A PHI 322) Philosophy of Religion (3)**

Philosophical analysis of selected religious concepts and programs, based upon the writings of representative philosophers and theologians. Focuses on Judeo-Christian tradition. Only one version of A REL 322 may be taken for credit. Prerequisite(s): a 100 or 200 level course in philosophy.

**A REL 331 (= A JST 331) Modern Jewish Thought (3)**

A survey of the range of Jewish thought and philosophical movements from the mid-17<sup>th</sup> century to the present. Focuses on key Jewish thinkers, philosophers, and theologians, exploring questions of Jewish ethics, religion, relationships to God, and moral responsibility in a time of increased secularization. Only one version of A REL 331 may be taken for credit. May not be offered in 2018-2019.

**A REL 339 (= A HIS 339) Renaissance and Reformation in 16<sup>th</sup> Century Europe (3)**

Survey of continental European history in the early modern period with special emphasis on theological and intellectual developments. Only one version of A HIS 339 or A REL 339 may be taken for credit. Prerequisite(s): junior or senior class standing, or 3 credits in history.

**A REL 345 (= A EAS 345) Ethical Issues in East Asian Thought (3)**

This is a discussion course that looks at ethical issues of contemporary significance to the cultures of Asia. Students read contemporary academic discussions of how problems such as suicide, euthanasia, abortion, sexuality, cloning, etc. have been understood historically and in terms of contemporary social morality in India, China, Tibet, and Japan. Only one version of A REL 345 may be taken for credit.

**A REL 357 (= A EAS 357) Zen Buddhism (3)**

An introduction to the religious, philosophical, and artistic tradition of Zen Buddhism in China, Korea, and Japan and the West. This course looks at the birth and subsequent historical evolution of the Zen or Ch'an school of Buddhism in East Asia. We will look at the intersection of: Buddhist and Chinese presumptions about spirituality that gave rise to this unusual religious form, discussing precisely what is and is not iconoclastic about its tenets. The experience of American Zen communities will also be considered. Only one version of A REL 357 may be taken for credit.

**A REL 363 (= A ANT 363) Ethnology of Religion (3)**

Topical and theoretical survey of anthropological approaches to understanding human religious expression. Topics include myth, ritual, world view, shamanism, gender, and religious change. Emphasizes the religions of non-literate,

non-Western peoples but also includes examples from major world religions and contemporary Western societies. Only one version may be taken for credit. Prerequisite(s): A ANT 100 or 108, or A REL 100.

**A REL 387/387Z (= A HIS 387/387Z) Islam in the Middle East: Religion & Culture I (3)**

Social, political, economic and religious dimensions of Islam from the time of Mohammed through the 18<sup>th</sup> century with emphasis on the intellectual, cultural, and educational institutions of the Middle East. Among topics discussed will be Sunnism-Shi'ism and the schools of law, social and economic infrastructure, science and education, and reasons for the waning of the Muslim world. Only one version of A REL 387 may be taken for credit. Prerequisite(s): junior or senior standing or 3 credits of history.

**A REL 388/388Z (= A HIS 388/388Z) Islam in the Middle East: Religion & Culture II (3)**

Social, political, economic and religious changes in the Middle East from the 18<sup>th</sup> century to Ayatollah Khomeini. Among the topics discussed will be the impact of the West on the Middle East, the role of oil in shaping the global economy, nationalist movements, the crisis in the Persian Gulf, and the rise of Islamic Revivalism. Only one version of A REL 388 may be taken for credit. Prerequisite(s): junior or senior standing or 3 credits of History.

**A REL 397 Independent Study of Religious Studies (1-4)**

Independent reading and research on selected topics under the direction of a faculty member. May be repeated for credit when topics differ. Prerequisite(s): junior or senior standing, permission of faculty member, and approval of program director.

**A REL 450 (= A EAS 450; formerly A REL/ A EAS 393) Readings in Buddhist Texts (3)**

This is an advanced course in the study of Buddhism that will focus on the close reading of Buddhist scriptures in English translation. Only one version of A REL 450 may be taken for credit. Prerequisite(s): A REL 265; A REL 266, or permission of the instructor.

**A REL 460 (= A EAJ 460; formerly A REL 394/ A EAS 394) Readings in Japanese Religious Studies (3)**

This is an advanced course in the religious traditions of Japan. We will read English translations of religious texts native to the Japanese experience of religion, specifically Buddhist, Shinto, Confucian, and Folk. Only one version of A REL 460 may be taken for credit. Prerequisite(s): one of the following: A REL 261; A REL 266, A EAS 190, A EAS 357 or permission of the instructor.

**A REL 499 Senior Seminar in Religious Studies (3)**

Seminar on selected topics in religious studies. Preparation of a paper under the direction of a faculty member. Open to seniors with permission of director.

## Program in Russian and East European Studies

Russian and East European Studies coursework provides opportunities for interdisciplinary training and the development of language skills in a critically important geographic region. Courses are offered in the areas of history, political science, and Soviet and post-Soviet Russia. A minor in Russian and Eastern European Studies is available. This study provides excellent preparation for advanced work in Russian and East European studies, international law, business, education, foreign affairs and public administration, as well as for professional careers in public or private organizations involved in international activities.

Through cooperation with the State University of New York Office of International Programs, Russian and East European Studies provides students with opportunities to spend one semester in Russia. Students with appropriate language skills are encouraged to participate in the UAlbany exchange program with Moscow State University and enroll in courses in the Russian Area Studies Program at the Faculty of Foreign Languages and Area Studies. Besides instruction in Russian Language, available courses taught entirely in Russian include Russian History, Russian Culture, Literature, and Religion, Russian Economics and Russian Economic Geography, Russian Society and Politics, Russian International Relations and Foreign Policy, Ethnology in Russia, and Russian Civilization. Adequate language proficiency is a requirement for this option, and application is subject to approval by the faculty of the Slavic and Eurasian Studies Program. Students with only elementary Russian language skills are encouraged to consider additional programs offered through UAlbany's exchange affiliation with Moscow State University in partnership with the Knowledge Exchange Institute (KEI). These programs offer both language instruction and up to three Russian studies courses conducted in English. See [https://ualbany.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program\\_ID=10042](https://ualbany.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10042).

### The Student-Initiated Interdisciplinary Major in Russian and East European Studies\*

Students wishing to go beyond the undergraduate minor in Russian and Eastern European Studies may propose their own Interdisciplinary Major by blending courses from the department and other

academic departments on campus. Many departments on campus offer courses relevant to this field of study, including (but not limited to) the Departments of: Languages, Literatures and Cultures; Political Science; and History. See the guidelines for the Student-Initiated Interdisciplinary Major: [http://www.albany.edu/undergraduateeducation/files/IDS\\_Major\\_App.docx](http://www.albany.edu/undergraduateeducation/files/IDS_Major_App.docx).

The Interdisciplinary Major must consist of at least 36 but not more than 66 credits. If the major includes fewer than 54 credits, the student will need a separate minor to meet graduation requirements. If the major includes 54 or more credits, the student will not need to declare a separate minor.

At least half of the total credits in the Interdisciplinary Major must be at the 300 level or above. Up to 25% of the credits earned toward the Interdisciplinary Major may take the form of independent study courses.

The Interdisciplinary Major must have at least two faculty sponsors, one primary and one secondary, with the primary sponsor serving as the student's major advisor. The two sponsors must be faculty members of academic rank (i.e. assistant professor, associate professor or professor) and must come from two different academic departments offering courses included in the proposed major.

Formal application to initiate an Interdisciplinary Major must be made through the Office of the Vice Provost for Undergraduate Education located in Lecture Center 30 (518-442-3950). In order to apply a student must have already completed at least 30 general credits toward graduation. Proposals will be reviewed by the Interdisciplinary Studies Committee of the Undergraduate Academic Council.

*\*Students who matriculated prior to Fall 2011 who are declared Russian and East European Studies majors should consult the previous Undergraduate Bulletin year appropriate to their date of matriculation as well as their DARS Degree Audits for their own graduation requirements. Previous Undergraduate Bulletins are available online at: [http://www.albany.edu/undergraduate\\_bulletin/previous\\_bulletins.html](http://www.albany.edu/undergraduate_bulletin/previous_bulletins.html).*

## Courses in Russian and East European Studies

**A RES 498Z Senior Seminar in Russian and East European Studies (3)**

Senior research project done under the direction of a faculty member participating in the Russian and East European Studies Program. A reading knowledge of one European language, preferably Russian, is highly recommended.

## Department of Sociology

### Faculty

#### *Distinguished Professors Emeriti*

Richard D. Alba, Ph.D.  
Columbia University  
John R. Logan, Ph.D.  
University of California, Berkeley

#### *Distinguished Professor*

Scott J. South, Ph.D.  
University of Texas

#### *Distinguished Service Professor Emerita*

Glenna D. Spitze, Ph.D. (Collins Fellow)  
University of Illinois

#### *Professors Emeriti*

Christine E. Bose, Ph.D.  
Johns Hopkins University  
Nancy Denton, Ph.D.  
University of Pennsylvania  
Donald J. Hernandez, Ph.D.  
University of California, Berkeley  
Marvin D. Krohn, Ph.D.  
Florida State University  
Gwen Moore, Ph.D.  
New York University  
Steven Seidman, Ph.D.  
University of Virginia  
Russell A. Ward, Ph.D.  
University of Wisconsin

#### *Distinguished Teaching Professor*

Steven F. Messner, Ph.D.  
Princeton University

#### *Professors*

Peter D. Brandon, Ph.D.  
University of Chicago  
Glenn D. Deane, Ph.D. (Chair)  
University of North Carolina,  
Chapel Hill  
Hayward D. Horton, Ph.D.  
Pennsylvania State University  
Ronald N. Jacobs, Ph.D.  
University of California, Los Angeles  
Richard W. Lachmann, Ph.D.  
Harvard University  
Zai Liang, Ph.D.  
University of Chicago  
Karyn A. Loscocco, Ph.D.  
Indiana University  
Katherine Trent, Ph.D.  
University of Texas  
David G. Wagner, Ph.D.  
Stanford University

#### *Associate Professors Emeriti*

Lawrence E. Raffalovich, Ph.D.  
Indiana University  
Arthur H. Richardson, Ph.D.  
Purdue University  
Maurice N. Richter Jr., Ph.D.  
University of Chicago

#### *Associate Professors*

Angie Chung, Ph.D.  
University of California, Los Angeles  
Joanna Dreby, Ph.D.  
City University of New York  
Samantha Friedman, Ph.D.  
Pennsylvania State University  
Joanne M. Kaufman, Ph.D.  
Emory University  
Aaron Major, Ph.D.  
New York University  
Elizabeth Popp Berman, Ph.D.  
University of California, Berkeley  
Kathleen Strully, Ph.D.  
New York University  
Tse-Chuan Yang, Ph.D.  
Pennsylvania State University  
James R. Zetka Jr., Ph.D.  
Northwestern University

#### *Assistant Professors*

Kate Averett, Ph.D.  
University of Texas  
Brandon Gorman, Ph.D.  
University of North Carolina  
Zoya Gubernskaya, Ph.D.  
University of California at Irvine  
Zawadi Rucks-Ahidiana  
University of California, Berkeley  
Francisco Vieyra, Ph.D.  
New York University

#### *Affiliated Faculty*

Aaron Benavot, Ph.D.  
Stanford University  
Gabriel Hetland, Ph.D.  
University of California, Berkeley  
David Hureau, Ph.D.  
Harvard University  
William Pridemore, Ph.D.  
University at Albany, SUNY  
Kathryn S. Schiller, Ph.D.  
School of Education  
Barbara Sutton, Ph.D.  
University of Oregon

#### *Adjuncts (estimated): 5*

#### *Teaching Assistants (estimated): 10*

### Careers

A B.A. degree in sociology prepares people for positions in business, government, and the human services. Fields such as health management, public administration, gerontology, and higher educational administration include people with a sociology B.A. degree. The undergraduate degree in sociology is excellent preparation for advanced degrees and future careers in business administration, criminal justice, social welfare, law, education, and the health professions, as well as graduate study in sociology and related disciplines.

### Special Programs or Opportunities

The department provides research opportunities for graduate and undergraduate students, a series of colloquia with locally and nationally known sociologists, and a local chapter of the national sociology honorary society, Alpha Kappa Delta. A joint B.A./M.A. program is available in sociology as well as a joint B.A./M.P.A. in sociology and public administration.

### Admission

*Application:* Students who have completed A SOC 115 (Introduction to Sociology), A SOC 220 (Introduction to Social Research), and A SOC 235 (Sociological Theory) with grades of C or better in the latter two courses may apply for admission to the major in sociology. Upon review of the student's record, the department will admit all applicants who meet the specified requirements. Students who do not meet the specified criteria for admission may retake either or both courses in order to achieve the minimum grade of C.

*Appeals:* Students denied admission to the major may appeal the decision by petition to the department chair. The deadline for appeals is the end of the fifth day of classes each semester. Appeals will be evaluated prior to the final date for adding or dropping semester length courses each semester. The department chair and the director of the undergraduate committee will make the decision on the appeal.

*Transfer Students:* Transfer students who plan to major in sociology but have not completed A SOC 220 or A SOC 235 or their equivalents with grades of C or better may declare their intention to major in sociology but will not be formally admitted to the major when they enter the University. Students who declare their intention to major in sociology will be advised by the Sociology Department. Upon successful completion of the two courses with a grade of C or better in each, students will be admitted to the major. Most entering transfer students have completed A SOC 115 (Introduction to Sociology). Those who have not taken A SOC 115 must take it their first semester. Students to whom this applies may take A SOC 115, A SOC 220, and A SOC 235 concurrently during their first semester.

Students have the option of declaring one of two concentrations in either Criminology or in Families and Communities.

In addition to completing the requirements for the General B.A. in Sociology, students pursuing a concentration will complete a more focused curriculum of coursework within the major, and will be encouraged to do applied research and community-based work related to criminology or families and communities as part of their program of study.

## Degree Requirements for the Major in Sociology

**General Program B.A.:** A minimum of 36 credits in sociology, with 18 credits at the 300 level or above, to include: A SOC 115; 220\* (with a grade of C or better); 221\*\*; 235\* (with a grade of C or better); one 400 level Selected Topics Seminar; 21 additional credits of sociology as advised.

**B.A. with a concentration in Criminology:** A minimum of 36 credits in sociology, with 18 credits at the 300 level or above, to include: A SOC 115; 220\* (with a grade of C or better); 221\*\*; 235\* (with a grade of C or better); Selected Topics Seminar A SOC 481; 9 credits from A SOC/R CRJ 203, A SOC 283, A SOC 380, A SOC 382, A SOC 385, with permission one of A SOC 490 or A SOC 497 or A SOC 498; 12 additional credits of sociology as advised.

**B.A. with a concentration in Families and Communities:** A minimum of 36 credits in sociology, with 18 credits at the 300 level or above, to include: A SOC 115; 220\* (with a grade of C or better); 221\*\*; 235\* (with a grade of C or better); Selected Topics Seminar A SOC 470 or A SOC 473; 9 credits from A SOC 250, A SOC 270, A SOC 320, A SOC 370, A SOC 373, A SOC 384, A SOC 386, with permission one of A SOC 490 or A SOC 497 or A SOC 498; 12 additional credits of sociology as advised.

\*Sociology majors are restricted to A–E grading after matriculation at Albany when taking courses to fulfill the requirements in *Research Methods* (A SOC 220) and *Theory* (A SOC 235).

\*\*The A SOC 221 requirement can be fulfilled by satisfactorily completing A MAT 108, A PSY 210, or R CRJ 281.

## Honors Program

The honors program in sociology combines recognition of general academic excellence with demonstrated achievement in sociology. The program is structured to provide exposure to the breadth of sociological modes of inquiry, while also stimulating and supporting original, student-initiated exploration of sociological issues.

## Selection and Evaluation

The student must have declared sociology as a major and have completed at least 12 credits of course work in sociology. The student must have an overall grade point average no lower than 3.25 and a 3.50 in sociology is required for admission to the honors program. Upon satisfactory completion of the honors curriculum and of courses required of all majors, students will be recommended by the Director of the Honors Program to graduate with honors in sociology.

The student must maintain the same grade point average overall and the same average in the major as were required for admission to the honors program.

## Curriculum

A total of 36 credits in sociology, including A SOC 115, 220, 221, 235, two substantive courses (300 level or higher) directly related to the topic of the honors thesis. Research Proposal Seminar (A SOC 488Z) and a Senior Honors Thesis (A SOC 498).

## Administration

The undergraduate honors director administers the program, advises students, and helps students in selecting thesis advisers. The thesis is discussed in a forum involving the adviser, the honors director, and other faculty members selected by the student and the adviser upon its completion in the senior year.

## Combined B.A./M.A. and B.A./M.P.A. Programs

**Sociology/Sociology:** The combined B.A./M.A. program in sociology/sociology provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of undergraduate and master's degree programs from the beginning of their junior year. The program provides an integrated and focused curriculum in sociology that allows the upper level student exposure to advanced knowledge in theory and substantive areas and opportunities for participation in research. A carefully designed program can permit a student to earn the B.A. and M.A. degrees within nine semesters.

The combined program requires a minimum of 138 credits, of which at least 30 must be graduate credits. In qualifying for the B.A., students must meet all University and college requirements, including the requirements of the undergraduate major described previously, the

minor requirement, the minimum 90 credit liberal arts and science requirement, general education requirements, and residency requirements. During their junior and senior years students take A SOC 509, 510, 511, and 522. In qualifying for the M.A., students must meet all University and college requirements as outlined in the Graduate Bulletin, including completion of a minimum of 30 graduate credits and any other conditions such as a research seminar, thesis, comprehensive examination, professional experience, and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.A. programs.

Students may apply to the Graduate Committee for admission to the combined degree program in sociology at the beginning of their junior year or after the successful completion of 56 credits. A cumulative grade point average of 3.20 or higher and three supportive letters of recommendation from faculty are required for consideration. The Graduate Committee will thoroughly review the progress and academic standing of students admitted to the program at the end of the junior year.

**Sociology/Public Administration:** The combined B.A./M.P.A. program in sociology/public administration provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of undergraduate and master's degree programs from the beginning of their junior year. A carefully designed program can permit a student to earn the B.A. and M.P.A. degrees in one less semester than is normally required.

The combined program requires a minimum of 154 credits, of which at least 46 must be graduate credits. In qualifying for the B.A., students must meet all University and school requirements, including the requirements of the major described previously, the minor requirement, the minimum 90 credit liberal arts and science requirement, general education requirements, and residency requirements. In qualifying for the M.P.A., students must meet all University and school requirements as outlined in the Graduate Bulletin, including completion of a minimum of 46 graduate credits and any other conditions such as a research seminar, thesis, comprehensive examination, professional experience, and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.P.A. programs.



Students may apply to the combined degree program in sociology/public administration at the beginning of their junior year or after the successful completion of 56 credits. A cumulative grade point average of 3.20 or higher and three supportive letters of recommendation from faculty are required for consideration.

## Courses in Sociology

### A SOC 115/115Z Introduction to Sociology (3)

Nature of culture and of human society, personality development, groups and group structure, social institutions, the processes of social change. Only one version of A SOC 115 may be taken for credit.

### T SOC 115 Introduction to Sociology (3)

T SOC 115 is the Honors College version of A SOC 115. Only one version may be taken for credit. Open to Honors College students only.

### A SOC 180/180Z Social Problems (3)

Applies the concepts, methods, and ethics of sociology to the analysis of "social problems." Only one version of A SOC 180 may be taken for credit.

### A SOC 200 Political Sociology (3)

Analyzes the social bases of political power and the origin, course of development, and duration of social movements; the role of propaganda, communication, and public opinion in political behavior; the structure of political organizations. Prerequisite(s): A SOC 115.

### A SOC 203 (= R CRJ 203) Criminology (3)

Introduction to the study of crime, including the development of criminal law, the relationship between crime and social structure, and the individual and social causes of crime. Only one of A SOC 203, 381, R CRJ 200, 203 may be taken for credit. Prerequisite(s): A SOC 115.

### A SOC 210 Sociology of Culture (3)

How do individuals and groups make sense of and find meaning in the world? This course will expose students to common forms of culture analysis in sociology and the study of meaning in the social world. Mass media and other forms of communication, elite and popular culture in music, art, and fashion, and the existence and significance of cultural distinctions such as race, ethnicity, gender, class, and lifestyle will be examined. Prerequisite(s): A SOC 115.

### A SOC 215/215Z Social Origins of the Modern World (3)

How have attitudes toward family, sex, death and politics changed over the past 500 years? When did humans come to believe that they could understand and transform the natural world? When did governments decide that they could and should reform citizens who commit crimes or behave in socially unacceptable ways? This course answers these questions by looking at historical and contemporary moments when individuals' beliefs and government policies changed in fundamental ways. Prerequisite(s): A SOC 115.

### T SOC 215 Social Origins of the Modern World (3)

T SOC 215 is the Honors College version of A SOC 215; only one version may be taken for credit.

### A SOC 220 Introduction to Social Research (3)

Examination of the assumptions and techniques of social research: problems of design, data collection, quantitative and qualitative analysis; review of current research in professional journals; the uses of survey research; application of concepts through individual and class projects. A SOC 220 is restricted to A-E grading after matriculation at Albany. A SOC 220 must be completed with a C or better for the major in Sociology. Prerequisite(s): A SOC 115.

### A SOC 221 Statistics for Sociologists (3)

Introduction to quantitative analysis of sociological data: methods of summarizing and describing univariate distributions including the use of tables and graphs; methods of examining relationships between two or more measures; statistical inference and hypothesis testing. For Sociology majors and intended majors. May not be taken for credit by students with credit for R CRJ 281. Prerequisite(s): A SOC 115.

### A SOC 225/225W/225Y/225Z (= A LCS 225/225W/225Y/225Z) Global Migration and Transnationalism (3)

The course is an introduction to global migratory patterns in the contemporary period. The course covers: basic concepts and approaches to migration studies; global and regional migratory patterns and major forces shaping them with a specific focus on the twentieth century; and how individuals and families mobilize during the processes of international migration. Geographically, the course covers several areas of the world. Only one version may be taken for credit. Prerequisite(s): A SOC 115.

### A SOC 235 Sociological Theory (3)

Overview of major schools of theory influencing current sociological inquiry. Discussion of selected works of classical and contemporary theorists. The influence of values on theorizing and the issue of value neutrality. An evaluation of the role of theory in the growth of the discipline. A SOC 235 must be completed with a C or better for the major in Sociology. Prerequisite(s): A SOC 115.

### T SOC 240Z Contemporary Immigration and the Second Generation (3)

Examines various aspects of immigration from Asia, Latin America and the Caribbeans since 1965, including migration processes, community and identity, race/ class/ gender intersections, socio-economic and residential mobility, transnationalism, and assimilation into "mainstream" America. The course will explore the social, economic, cultural and political contexts within which immigrants and their children have been incorporated into American society and the various theoretical perspectives that have been proposed to explain their possible future. Open to Honors College students only. T SOC 240Z is the Honors College version of A SOC 440Z. Only one version may be taken for credit.

### A SOC 250/250W/250Z Sociology of Families (3)

This course is an introduction to the study of families including discussion of social change and families; attitudes about family issues; diversity of families; partnerships, cohabitation, and marriage; childbearing and parenthood; families and work; union dissolution; stepfamilies; kin and intergenerational relations; economic issues and social policy. The primary focus is on contemporary family patterns in the U.S. Only one version may be taken for credit. Prerequisite(s): A SOC 115.

### A SOC 255 Mass Media (3)

The role of newspapers, radio, television, and motion pictures in American society. Changes in these media and their functional relationship to education, the economy, the political process, and public opinion. Prerequisite(s): A SOC 115.

### A SOC 260/260Z Social Psychology (3)

Survey course covering both theories and topical areas in the field. Both sociological and psychological perspectives are represented, although the former is emphasized. Topical areas include the self, face-to-face interaction, attitudes, communication, interpersonal relationships, small group processes, social structure, and personality. Only one version of A SOC 260 may be taken for credit. Prerequisite(s): A SOC 115 or A PSY 101.

### A SOC 262 (= A WSS 262) Sociology of Gender (3)

This course examines how gender is socially constructed in contemporary U.S. society. The course examines how gender orders our everyday lives, our sense of self, our friendships, romances, conversations, clothing, body image, entertainment, work, sexuality, and parenthood. Students will learn how conceptions about gender create and enforce a system of gender difference and inequality. This course will examine the lives, experiences, and representations of heterosexual and lesbian, gay, bisexual, transgendered and queer (LGBTQ) persons. The course will reveal the "common sense" world of gender that surrounds us by exposing the workings of institutions such as the family, the classroom, the workplace, and the media. Throughout the course we will emphasize the ways in which people experience gender opportunities and constraints differently according to their race, gender, class, and sexuality. Only one version of A SOC 262 may be taken for credit. Prerequisite(s): A SOC 115 or permission of instructor.

### A SOC 270 Social and Demographic Change (3)

This is an intensive course in the use and understanding of Census and other state and federal data sources for community analysis. The objective of the course is to examine sources of economic and demographic data and understand how they can be used to tell the story of our communities. Through understanding their uses and limitations, students will prepare a comprehensive community profile and analysis of population change. The class will also introduce basic techniques of demographic analysis as they relate to community analysis. Experience with MS Excel recommended. Prerequisite(s): A SOC 115.

**T SOC 274/274Z U.S. Foreign Policy in Comparative Perspective (3)**

Why do nations fight wars? How do governments get the human and financial resources to fight wars? We will answer those questions first by briefly looking at the historical development of nation states and trace their growing abilities to force men into armies and to tax citizens. We will then turn to three recent U.S. military confrontations: the Cuban missile crisis, the Vietnam War and the ongoing “war on terrorism.” We will look at how and why the U.S. government made the decisions it did in each circumstance, and examine the extent to which public opinion affects foreign policy. Students will write several essays based on course readings and films. There are no exams. Open to Honors College students only.

**A SOC 282 (= A LCS 282) Race & Ethnicity (3)**

The purpose of this course is to provide the student with an introduction to the sociological study of race and ethnicity in the United States. Specifically, the course emphasizes understanding the social, demographic, economic, political, and historical forces that have resulted in the unique experiences of different groups of Americans. Further, the student will be provided with the opportunity to analyze and discuss the impact of public policy on issues that pertain to various racial and ethnic groups. Only one version of A SOC 282 may be taken for credit. Prerequisite(s): A SOC 115.

**A SOC 283 Juvenile Delinquency (3)**

The purpose of this course is to examine the unique aspects of the juvenile justice system and theoretical explanations of delinquent behavior. The course is divided into three sections: 1) conceptual and methodological issues in the study of delinquency; 2) explanations of delinquent behavior; 3) the control of delinquency. Prerequisite(s): A SOC 115.

**A SOC 289 (= A LCS 289) Special Topics in Ethnicity (1–3)**

This course is an intensive examination of the culture and lifestyle of a single ethnic group within American society. The specific ethnic group varies from semester to semester and is indicated by the course subtitle; e.g., Asian American Communities. Maybe be repeated for up to 6 credits if content varies. Prerequisite(s): A SOC 115.

**A SOC 299 Special Topics in Sociology (3)**

Investigation of a special topic in Sociology. The topic varies from semester to semester, and is indicated by the course subtitle. Maybe be repeated for up to 6 credits if content varies. Prerequisite(s): A SOC 115.

**A SOC 320 Population Changes (3)**

Many of the challenges the world and the United States will face in the 21<sup>st</sup> century are related either directly or indirectly to issues of population. Examples include migration and immigration, aging, inequality, health and nutrition, environment, population growth or decline, and mortality. Using the framework

of social demography, this course will explore a variety of these issues to demonstrate that while demography is hardly destiny, the basic population processes of birth, death, and migration are fundamental to understanding the global world of the 21<sup>st</sup> century. Prerequisite(s): A SOC 115.

**A SOC 325/325Z Sociology of Science (3)**

Characteristics of scientific belief systems: social background of the development of science; the social organization of scientific activity; the impact of science on society. Only one version of A SOC 325 may be taken for credit. Prerequisite(s): A SOC 115.

**A SOC 326 (= A WSS 326) Sociology of Race, Gender, and Class (3)**

Examination of contemporary social constructions of race, gender, and class (primarily) in the United States. Analysis of race, gender, and class as interlocking systems that stratify society. Discussion of key institutions that construct race, gender, and class — especially the media, education, and the political economy. Focus on: both oppressed and privileged positions in the social hierarchies; how we learn about our own and others’ race/ethnicity, gender, and social class; how being a member of a particular social category (e.g., a woman or a man; a white person or a person of color; rich, poor or middle class) affects perspectives and opportunities. Prerequisite(s): A SOC 115.

**A SOC 340 Social Control (3)**

Examines how societies maintain social order and discusses ways that governments define and respond to deviance. Primary emphasis is on the sociological study of conflict management, punishment, and crime control. Prerequisite(s): A SOC 115.

**A SOC 341 Social Inequality (3)**

Diverse forms of inequality in human society; causes and consequences of inequality; sociological approaches to the study of inequality. Prerequisite(s): A SOC 115.

**A SOC 342/342Z Organizations in Society (3)**

Analysis of the structure and processes of different types of organizations (e.g., banks, schools, government agencies, computer firms); intra- and inter-organizational relationships; organizations and their environments; organizational effectiveness. Only one version of A SOC 342 may be taken for credit. Prerequisite(s): A SOC 115.

**A SOC 344/344Z (= A WSS 344/344Z)**

**Sociology of Women in the Political Economy (3)**  
The different economic roles women play. The socio-historical determinants of these roles and their implications for the individual and society. Only one version of A SOC 344 may be taken for credit. Prerequisite(s): A SOC 115 or permission of instructor. May not be offered in 2018-2019.

**A SOC 346 Medicine, Technology, and Society (3)**

Over the last few decades, new technologies have radically transformed medicine, surgery, and health care delivery. The course addresses

how radical technologies, such as MRIs, lasers, CT scans, digital video monitors, computers, and others, move through medicine and stabilize. The course examines how medicine and health care is organized as a professional occupation with a well-developed division of labor, and how interested actors both within — i.e., doctors, surgeons, and nurses — and outside of — i.e., patients and communities — these systems respond to the promises and challenges that such new technologies bring. Addressing these and related issues will increase the understanding of how medicine and technology work to deliver health care in contemporary society. Prerequisite(s): A SOC 115.

**A SOC 350 Social Movements (3)**

Mobilization of social, ethnic, national, and gender groups is the focal concern. Both macro and micro approaches will be employed. Motivations, resources, ideologies, patterns, and outcomes will be discussed. Major theoretical models will be presented and evaluated. Prerequisite(s): A SOC 115.

**A SOC 357 Sociology of Work (3)**

Nature and outcome of work for the individual and the society; considerations of gender, age, race, and ethnicity as they interact with employment and unemployment and career patterns; relationships between work and family; the potential for changing work, and the role of power in the workplace. Prerequisite(s): A SOC 115.

**A SOC 359/359W/359Y/359Z Medical Sociology (3)**

Comprehensive introduction to sociological factors in disease etiology and illness behavior and to the sociology of the organization of medical practice and the health professions. Only one version of A SOC 359 may be taken for credit. Prerequisite(s): A SOC 115.

**A SOC 362 (= A WSS 363) Sociology of Sexualities (3)**

This course reviews the core of the sociology of sexuality from a sociohistorical perspective. Among the topics to be discussed are the theoretical approaches to sexuality, the making of sexual identities, the relationship between sexuality and social institutions, and sexual politics and ethics. Specific examples include hip-hop sexualities, gay marriage, sexual tourism, transgender identities, and heterosexual intimacy. Prerequisite(s): A SOC 115.

**A SOC 369 Special Topics in Social Psychology (3)**

Basic exploration of a specific area in social psychology, with primary emphasis on exposure to relevant theoretical and research literature. Topic varies from semester to semester and is indicated by course subtitle. Maybe be repeated for up to 6 credits if content varies. Prerequisite(s): A SOC 115 and another 3 credits in sociology (a total of 6 credits in sociology) and permission of instructor.

**A SOC 370 Social Demography (3)**

The purpose of this course is to provide the student with an in-depth introduction to the field of demography and population studies.

Specifically, the course emphasizes the impact of population processes and events on human societies. Sociology, along with other social science disciplines, will be employed to facilitate the understanding of how social and demographic factors interact to create problems throughout the world. Prerequisite(s): A SOC 115.

### **A SOC 373 Community and Urban Sociology (3)**

Approaches to the study of community and urban form and process. The city as a coercive product and as a social artifact. The impact of urbanization and other changes on the physical and social structure of communities. The impact of the urban setting upon social institutions, city, metropolis, and megalopolis, the future of cities. Prerequisite(s): A SOC 115.

### **A SOC 374 The American Welfare State (3)**

This course introduces students to the American social welfare state. The course explores the key characteristics of the U.S. social welfare state and how those features have changed since the 1960s' War on Poverty. The course also identifies the major debates about social provisions for the poor; investigates the social forces and demographic factors molding social welfare policies; discusses the impact of race and gender on the formulation and implementation of social policies; and critically examines private sector responses to deprivation and poverty. Through community engagement activities and outreach, readings, discussion, media presentations, and student participation the course can provide students with a deeper understanding of the U.S. welfare state and the populations of families and children that are served, underserved, and possibly dis-served by the system. Prerequisite(s): A SOC 115.

### **A SOC 380 (formerly A SOC 480) Sociology of Deviant Behavior (3)**

Explores various aspects of deviance: causes of deviant behavior, sources and nature of reactions to deviants, impact of social reaction on deviants, relationships between deviance and social structure. Theories of deviance and selected areas of deviant behavior are discussed. Prerequisite(s): A SOC 115.

### **A SOC 382Z Criminal Victimology (3)**

Intensive investigation of a range of issues within the field of victimology from a sociological perspective. Exploration of many topics related to criminal victimization, including the history and theory of victimology, the extent and nature of victimization, social characteristics of crime victims, the effects of crime on victims and services available to deal with those effects, the interaction between victims of crimes and the system of criminal justice, victim blaming versus victim defending, the treatment of victims by society and the media, and alternative ways of defining and responding to victimization. Prerequisite(s): A SOC 115.

### **A SOC 384 Sociology of Aging (3)**

A broad introduction to aging as a social phenomenon and its implications for both individuals and societies. Specific topics include: historical, cross-cultural, and racial/ethnic differences in the social meanings and

consequences of aging, conceptual issues and empirical patterns related to work and retirement, family, residential location, and death and dying; and program and policy issues associated with aging, including retirement and health care policy. Prerequisite(s): A SOC 115.

### **A SOC 385 Sociology of Law (3)**

The course will examine theoretical and conceptual issues of law and the operation of the criminal justice system. The course is designed to be analytical rather than descriptive. It emphasizes theoretical and research work that has been done on the law and the criminal justice system. Prerequisite(s): A SOC 115.

### **A SOC 386 The Social Worlds of Children and Youth (3)**

How do experiences of childhood vary historically and cross-culturally? What inequalities are most salient in children's lives? At what age do children understand things like race and gender? This course answers these questions and more by exploring various aspects of the social worlds of children and youth. The course considers theoretical approaches to studying children's experiences from a sociological perspective, and how socialization and the new Sociology of Childhood perspective differs from dominant narratives in other disciplines. The course also covers how children and youth navigate different social settings including relationships within their families, in their peer groups and in their schools. Finally, the course critically examines the ways that social inequalities among and between groups of children shape their experiences both as children and over the life course. Prerequisite(s): A SOC 115.

### **A SOC 389 Special Topics in Sociology of Culture (3)**

Examination of a specialized topic in the area of sociology of culture. Topic varies each semester, but might include sociology of the arts, literature, leisure, religion, or in areas such as Eastern European, Chinese, or Latin American culture. Maybe be repeated for up to 6 credits if content varies. Prerequisite(s): A SOC 115.

### **A SOC 395 Capitalize on Community (3)**

Community forums, focus groups, and face-to-face interviews will be utilized to understand why there is a disconnect between the faith-based community, healthcare providers and the population most at-risk of HIV/AIDS. Students will have an opportunity to provide leadership in the development of programs and policies to enhance efforts to prevent the spread of this dread disease. May be repeated once for credit. Prerequisite(s): A SOC 115.

### **A SOC 398 Research Proseminar (3)**

Covers sociological investigation including: topic selection, theoretical issues, review of literature, research design, collection and analysis of data, and presentation of results. Prerequisite(s): A SOC 115, 220, 221, and 235, or permission of instructor.

### **A SOC 399 Special Topics in Sociology (3)**

Intensive investigation of a specialized topic in sociology. The topic varies from semester to

semester and is indicated by the course subtitle. Maybe be repeated for up to 6 credits if content varies. Prerequisite(s): A SOC 115.

### **A SOC 410W/410Z Selected Topics Seminar in the Sociology of Culture (3)**

An intensive examination of a specialized topic in the area of the sociology of culture, including significant exposure to primary literature and critical class discussion. Possible topics include functions of art in society, the mass media, art, and religion. Only one version of A SOC 410 may be taken for credit. Prerequisite(s): A SOC 115, 220, 221, and 235, and permission of instructor.

### **A SOC 420W/420Z Selected Topics Seminar in Research Methods (3)**

An intensive examination of a specialized topic in sociological research. Topics include survey analysis and reporting, qualitative methods, multivariate analysis, experimental design. Only one version of A SOC 420 may be taken for credit. Prerequisite(s): A SOC 115, 220, 221, and 235, and permission of instructor.

### **A SOC 430W/430Z Selected Topics Seminar in Sociological Theory (3)**

An intensive examination of a specialized topic in the area of sociological theory, including significant exposure to primary literature and critical class discussion. Only one version of A SOC 430 may be taken for credit. Prerequisite(s): A SOC 115, 220, 221, and 235, and permission of instructor.

### **A SOC 440W/440Z Selected Topics Seminar in Stratification: Race, Ethnicity, Gender, and Class (3)**

An intensive examination of a specialized topic relating to stratification or inequality among social groups defined by categories of race, ethnicity, gender, or class. Topics will vary from term to term. Only one version of A SOC 440 may be taken for credit. Prerequisite(s): A SOC 115, 220, 221, and 235, and permission of instructor.

### **A SOC 441W/441Z Selected Topics Seminar in Comparative Sociology (3)**

An intensive examination of a specialized topic in the area of sociological theory, including significant exposure to primary literature, and critical class discussion. Topics include: comparative peasant societies, the origins of capitalism, comparative world religions, revolutions and social movements. Only one version of A SOC 441 may be taken for credit. Prerequisite(s): A SOC 115, 220, 221, and 235, and permission of instructor.

### **A SOC 449W/449Z Selected Topics Seminar in Social Order and Change (3)**

An intensive examination of a specialized topic in work and organizations (such as family, comparative organizations, industrial automation). May be repeated for credit. Prerequisite(s): A SOC 115, 220, 221, and 235, and permission of instructor.

**A SOC 450W/450Z Selected Topics Seminar in Political Sociology (3)**

An intensive examination of a specialized topic in the area of political sociology, including significant exposure to primary literature and critical class discussion. Only one version of A SOC 450 may be taken for credit. Prerequisite(s): A SOC 115, 220, 221, and 235, and permission of instructor.

**A SOC 460W/460Z Selected Topics Seminar in Social Psychology (3)**

An intensive examination of a specialized topic in the area of social psychology, including analysis of relevant literature and critical class discussion. Topic varies from semester to semester as is indicated by course subtitle. Only one version of A SOC 460 may be taken for credit. Prerequisite(s): A SOC 115, 220, 221, and 235, and permission of instructor.

**A SOC 470W/470Z Selected Topics Seminar in the Sociology of Families (3)**

A specialized course in the sociology of the family. Topics might include: work and family, aging families, gender and families, cross-cultural studies in the family. Only one version of A SOC 470 may be taken for credit. Prerequisite(s): A SOC 115, 220, 221, and 235, and permission of instructor.

**A SOC 473W/473Z Selected Topics Seminar in Community and Urban Sociology (3)**

A specialized course in community and urban sociology. Topics might include segregation, the under class, American neighborhoods, suburbanization, evolution of cities, the third world urbanization, and urban policy. Only one version of A SOC 473 may be taken for credit. Prerequisite(s): A SOC 115, 220, 221, and 235, and permission of instructor.

**A SOC 475W/475Z Selected Topics Seminar in Demography (3)**

A specialized course in demography. Topics might include: fertility, mortality, migration, population policy, family demography, historical demography. Only one version of A SOC 475 may be taken for credit. Prerequisite(s): A SOC 115, 220, 221, and 235, and permission of instructor.

**A SOC 481W/481Z Selected Topics Seminar in Crime and Deviance (3)**

An intensive examination of how to use data on deviance and crime in evaluating social theories and policies about deviance and crime, including significant exposure to primary literature and critical class discussion. Only one version of A SOC 481 may be taken for credit. Prerequisite(s): A SOC 115, 220, 221, and 235, and permission of instructor.

**A SOC 484W/484Z Selected Topics Seminar in the Sociology of Aging (3)**

A specialized course in sociology of aging. Topics might include: aging families, cross-cultural and sub-cultural differences, work and retirement, intergenerational relationships, death and dying, and social policy issues. Only one version of A SOC 484 may be taken for credit.

Prerequisite(s): A SOC 115, 220, 221, and 235, and permission of instructor.

**A SOC 485W/485Z Selected Topics Seminar in Health and Medicine (3)**

An intensive examination of a specialized topic in the area of health and medicine, including significant exposure to primary literature and critical class discussion. Only one version of A SOC 485 may be taken for credit. Prerequisite(s): A SOC 115, 220, 221, and 235, and permission of instructor.

**A SOC 488W/488Z Research Proposal Seminar (3)**

This writing intensive seminar is intended for students who wish to acquire experience in sociological research, are considering writing an honors thesis in sociology (A SOC 498), or may be interested in graduate studies in sociology. Topics covered include the choice of a research question, theoretical issues, review of literature, research design, collection and analysis of data, and presentation of results. A research proposal is written under the supervision of a member of the department of sociology. Only one version of A SOC 488 may be taken for credit. Students may not take both R CRJ 490 and A SOC 488 for credit. Prerequisite(s): A SOC 115, 220, 221, and 235; and an overall GPA of 3.25 or higher, and permission of instructor.

**A SOC 490 Internship in Sociology (3)**

Individually designed internships for students who wish to acquire experience in a field or area of sociology that interests them. Student-instructor conferences are arranged at regular intervals. May be taken only once for credit. Open to senior sociology majors only, with permission of instructor. Prerequisite(s): A SOC 115, 220, 221, 235; one sociology course directly related to the internship; an overall GPA of 3.0; and permission of Internship Director. *S/U* graded.

**A SOC 491 Research Practicum in Experimental Methods I (3)**

This course and its sequel, A SOC 492, are designed to give undergraduate students an opportunity to learn about and actively participate in the sociological research process. This will be accomplished in two ways. First, students will gain practical experience in the use of experimental methods to test sociological principles. Second, students will work collectively to develop and test experimentally an idea of their own related to research program of the course instructor. In the fall semester A SOC 491 students will focus primarily on choice of topic and research design and procedure. In the spring semester (A SOC 492) students will focus primarily on performance of the proposed experiment, data analysis, and preparation of the research report. [Note that A SOC 491 and 492 do not satisfy the Department of Sociology's 400-level seminar requirement for majors.] Prerequisite(s): students may enroll in the practicum with the permission of the instructor. Prior completion of A SOC 260 or A SOC 460 (Selected Topics Seminar in Social Psychology) is preferred, but not required.

**A SOC 492 Research Practicum in Experimental Methods II (3)**

Together with A SOC 491, this course is designed to give undergraduate students an opportunity to learn about and actively participate in the sociological research process. This will be accomplished in two ways. First, students will gain practical experience in the use of experimental methods to test sociological principles. Second, students will work collectively to develop and test experimentally an idea of their own related to research program of the course instructor. In the fall semester (A SOC 491) students will focus primarily on choice of topic and research design and procedure. In the spring semester (A SOC 492) students will focus primarily on performance of the proposed experiment, data analysis, and preparation of the research report. [Note that A SOC 491 and 492 do not satisfy the Department of Sociology's 400-level seminar requirement for majors.] Prerequisite(s): students must take A SOC 491 prior to A SOC 492. Enrollment is with the permission of the instructor. Prior completion of A SOC 260 or A SOC 460 (Selected Topics Seminar in Social Psychology) is preferred, but not required.

**A SOC 495Z Special Topics Seminar in Sociology (3)**

Intensive examination of a specialized topic in sociology. The special topic varies from semester to semester and is indicated by course subtitle. Prerequisite(s): A SOC 115, 220, 221, and 235, and permission of instructor.

**A SOC 497 Independent Study in Sociology (1–3)**

Independent reading or research on a selected experimental, theoretical, or applied problem under the direction of a faculty member. May be repeated once for credit. Prerequisite(s) for sociology majors: A SOC 115, 12 additional credits in sociology, and junior or senior standing. Prerequisite(s) for non-sociology majors: senior standing and two courses in sociology. All students must have a contractual agreement with a departmental instructor to supervise project.

**A SOC 498 Senior Honors Thesis (3)**

Honors Thesis written under the supervision of a member of the sociology department. The student presents proposals and periodic progress reports. The thesis is presented to the adviser and Honors Committee in the final semester of the senior year. Prerequisite(s): A SOC 488Z (Research Proposal).

## Department of Women's, Gender and Sexuality Studies Faculty

*Distinguished Professor Emerita*

Edna Acosta-Belén, Ph.D.

(Collins Fellow, O'Leary Professor)

Columbia University

*Professors Emeritae*

Judith E. Barlow, Ph.D. (Collins Fellow)

University of Pennsylvania

Iris Berger, Ph.D. (Collins Fellow,

O'Leary Professor)

University of Wisconsin

Roberta M. Bernstein, Ph.D.

(Collins Fellow)

Columbia University

Christine E. Bose, Ph.D. (Collins Fellow)

John Hopkins University

Francine W. Frank, Ph.D.

(Collins Fellow)

University of Illinois

June Hahner, Ph.D.

Cornell University

Judith E. Johnson, B.A.

Barnard College

*Distinguished Service Professor Emerita*

Glenna Spitze, Ph.D. (Collins Fellow)

University of Illinois

*Professors*

Sarah R. Cohen, Ph.D. (Joint Faculty)

Yale University

Janell Hobson, Ph.D. (Core Faculty)

Emory University

Julie Novkov, Ph.D.

(Joint Faculty, Collins Fellow)

University of Michigan

*Associate Professors Emeritae*

Bonnie Spanier, Ph.D.

Harvard University

Joan E. Schulz, Ph.D. (Collins Fellow)

University of Illinois

*Associate Professors*

Lani V. Jones, Ph.D. (Joint Faculty)

Boston College

Joanne M. Kaufman, Ph.D. (Joint Faculty)

Emory University

Nancy Newman, Ph.D. (Joint Faculty)

Brown University

Vivien W. Ng, Ph.D.

University of Hawaii

Barbara Sutton, Ph.D.

University of Oregon

*Assistant Professors*

Rajani Bhatia, Ph.D.

University of Maryland

Wen Liu, Ph.D.

City University of New York

*Associate Librarian*

Deborah LaFond, M.L.I.S.

University of California, Berkeley

*Affiliated Faculty (estimated): 30*

*Graduate Assistants: 3*

The major in Women's, Gender and Sexuality Studies encourages students to reexamine their own lives and the

world around them in relation to gender, race, class, and sexuality. The curriculum reflects new subjects, theories, and methodologies based on a cross-cultural, multidisciplinary approach to the study of women, gender and sexuality. In the creation of new knowledge, the field provides a critique of social, cultural, and institutional structures that include the traditional disciplines. Women's, Gender and Sexuality Studies sees itself as connected to the social and political environment outside the university. Opportunities are available for internships, independent study, and innovative teaching for undergraduates. Students may take a major or minor in Women's, Gender and Sexuality Studies or may enroll in individual courses in the department. They may also take a minor in LGBTQ Studies.

## Careers

Coursework in Women's, Gender and Sexuality Studies prepares students for graduate and professional training in a variety of fields. Like other B.A. graduates, majors may enroll in professional study at the graduate level in law, social welfare, education, public administration, and health care; they also find employment and continue on-the-job training in business, social services, public affairs, publishing, and private nonprofit organizations. Experience in critical thinking and writing and intensive reflection concerning issues of diversity and multiculturalism prepare graduates with qualities that employers actively seek. Some graduates find employment with community agencies (women's centers, counseling centers, battered women's shelters, rape crisis centers, women's health centers, women's vocational agencies), in affirmative action and diversity education (in schools, government agencies, and business), and with campus-based women's programs.

## Degree Requirements for the Major in Women's, Gender and Sexuality Studies

**General Program B.A.:** A minimum of 36 credits in Women's, Gender and Sexuality Studies courses including:

### Required core courses (15 credits)

- Gateway: A WSS 100 Women Creating Change (3)
- Intersections: A WSS 240 Classism, Racism, and Sexism: Issues (3)

- Theory: A WSS 360 Feminist Social and Political Thought (3); or A WSS 399 Topics in Women's, Gender and Sexuality Studies (1-3); or A WSS 498 Topics in Women's, Gender and Sexuality Studies (3)
- Research Methods: A WSS 490Z Research Seminar in Women's, Gender and Sexuality Studies (3)
- Internship: A WSS 492Y Internship in Women's, Gender and Sexuality Studies; or A WSS 322Y Feminist Pedagogy in Practice (3)

### Electives (21 credits)

A total of 21 additional credits in Women's, Gender and Sexuality Studies courses, 9 credits of which must be at or above the 300 level.

## Honors Program

Students may file an application for admission to the honors program in the department office in the second semester of the sophomore year or in the junior year. Junior transfers may apply at the time of their admission to the University.

The minimum requirements for admission include completion of at least 12 credits of course work applicable to the major, a minimum overall grade point average of 3.25, and a minimum 3.50 grade point average for all courses applicable toward the major.

Students in the program are required to complete all of the requirements for the major in Women's, Gender and Sexuality Studies. As part of their elective credits for the major, students must also complete 3 credits of intensive work culminating in an independent research or creative honors project.

Typically the project begins as a paper the student writes for an upper-division Women's, Gender and Sexuality Studies course no later than spring of the junior year. During the senior year, honors students fulfill the requirements for the honors program by enrolling in A WSS 495 Honors Project during the fall semester concurrently with A WSS 490Z, Research Seminar in Women's, Gender and Sexuality Studies. Alternatively, students who have been admitted into the honors program during their sophomore year may enroll in A WSS 490Z in the fall semester of their junior year in preparation for completion of the honors sequence during the subsequent two semesters.

Students in the honors program are required to maintain overall grade point averages of 3.25 or higher during the junior and senior years and overall grade point averages of 3.50 or higher for all courses applicable toward the major. Students not meeting the above standards may be unable to complete the honors program.

After completion of the above requirements, the records of the candidate will be reviewed by the department, which will recommend candidates for the degree with honors in Women's, Gender and Sexuality Studies.

## Combined Bachelor's/Master's in Women's, Gender and Sexuality Studies

The combined B.A./M.A. program provides an opportunity for students with outstanding academic abilities to receive both a B.A. and an M.A. degree in five years (ten semesters).

The combined program demands a minimum of 142 credits, of which 32 must be graduate credits. Students must fulfill all university, college, and department requirements for both the undergraduate major and the M.A. in Women's, Gender and Sexuality Studies.

Students accepted into the combined B.A./M.A. program apply up to 10 credits of graduate work toward both their undergraduate and graduate degree requirements. Students take two 4-credit graduate courses in addition to A WSS 510 (2 credits), "Advanced Feminist Pedagogy and Theory," to fulfill this requirement.

Undergraduate students who have completed a minimum of 60 credits with a GPA of 3.20 or above are eligible to apply. Students submit applications for the B.A./M.A. program in Women's, Gender and Sexuality Studies directly to the Office of Graduate Admissions. Students will be admitted upon the recommendation of the department's Graduate Admissions Committee, whose decision will be based on the student's grade point average, statement of purpose, writing sample, and supportive letters of recommendation from faculty.

## Courses in Women's, Gender and Sexuality Studies

### A WSS 100X Women Creating Change (3)

This is a gateway course to Women's, Gender and Sexuality Studies. Through the use of biographies, media, artifacts, oral histories, etc., students will recognize diverse ways that women contribute to and change culture and societies.

Students will be introduced to the interdisciplinary features of Women's, Gender and Sexuality Studies as an academic field of study.

### A WSS 101/101Z Introduction to Feminisms (3)

The origins and development of feminist thought, with emphasis on the political, social, and economic conditions of contemporary women's lives in the United States and abroad. Emphasis on student exploration of issues that confront women and men across the range of their differences in race, class and sexual orientation, and that produce multiple orientations to feminism. Based on a pedagogy of peer-learning; co-facilitated by undergraduate members of the Women's, Gender and Sexuality Studies Teaching Internship working under the supervision of Women's, Gender and Sexuality Studies faculty and graduate students from related departments. Only one version of A WSS 101 may be taken for credit.

### A WSS 109X Women, Biology and Health (3)

This introduction to an integrated approach to women's biology analyzes biological and social influences affecting women's physical and mental health. Attention is given to similarities and differences in biology and health across gender, racial/ethnic, and class groupings. Intended for freshmen and sophomores.

### A WSS 202/202Z Introduction to Lesbian, Gay, Bi-sexual, Transgender and Queer Studies (LGBTQ) (3)

Topics may include the history of lesbian and gay culture(s) in the U.S., lesbian and gay civil rights movements, questions of sexual identity formation in historical and cultural contexts, lesbian and gay literature, and how these communities have responded to societal issues such as racism, classism, sexism, healthcare crises, and anti-gay violence. Only one version of A WSS 202 may be taken for credit.

### A WSS 210 Current Issues in Women's, Gender and Sexuality Studies (3)

An introduction to issues of concern to contemporary women and men. Within the context of difference identified by race, class, and sexuality, the course is organized around a variety of topics, which may include the following: body politics; relationships, families, and households; living in a global economy; work, wages, and welfare; women's health; women and crime; environmental concerns; masculinities; artistic and musical expression; and making change in one's community. Designed for but not limited to non-majors. May not be offered in 2018-2019.

### A WSS 217 (= A MUS 217) Women and Music (3)

An examination of the contributions of women in music through a historical survey of Western art music and a brief survey of popular and non-Western music. Works by women composers as well as other phases of women's activities as musicians will be studied. Live performances and interviews will be arranged when possible. Only one version of A WSS 217 may be taken for credit. May not be offered in 2018-2019.

### A WSS 220/220Z Introduction to Feminist Theory (3)

Offers multidisciplinary, introductory perspectives on intersectional feminist theory and considers the range of frameworks for analysis from the beginnings of "second wave" feminism to the present, including liberal, lesbian/radical, socialist/materialist, women of color, psychoanalytic, standpoint, and ecofeminist perspectives. Only one version of A WSS 220 may be taken for credit.

### A WSS 240 (= A AFS 240 & A LCS 240) Classism, Racism, and Sexism: Issues (3)

Analyzes the connections between and among classism, racism, sexism, and heterosexism and homophobia, their mutually reinforcing nature, and the tensions arising from their interrelations. Particular attention will be given to the ideological and personal aspects of these phenomena, as well as to their institutional guises in American society. Only one version of A WSS 240 may be taken for credit.

### A WSS 241/241Z Science, Technology, and Social Justice (3)

What does inequality look like in the 21<sup>st</sup> century? Through critical reading of science and technology reporting, popular media (including film, video, and the web), scholarly articles, and speculative fiction, Science, Technology, and Social Justice will explore how science and technology can serve to perpetuate — or challenge! — oppression in the information age. Feminist science and technology scholarship will be used as the framework for exploring topics such as new reproductive technologies, environmental racism, "mythological" measurements (from IQ tests to DNA samples), organ harvesting, the "digital divide," electronic surveillance, bio- and nanotechnology. Only one version of A WSS 241 may be taken for credit. May not be offered in 2018-2019.

### A WSS 248 (= A JST 248) Women in Jewish Life and Literature (3)

Examines the various roles of women and diverse ways they have been represented in Jewish life and literature from the biblical period through the 20<sup>th</sup> century. Texts will include biblical passages, talmudic legislation and interpretation, medieval documents, early modern memoirs, and modern letters, poetry and fiction. Only one version of A WSS 248 and A JST 248 may be taken for credit.

### A WSS 260/260X (= A HIS 259/259X) History of Women and Social Change (3)

With an emphasis on the diversity of U.S. women, this course examines the social, historical, and economic forces that have shaped U.S. women's lives from about 1800-1970 and the contexts within which women have participated in and sometimes led social and political movements. Only one version of A WSS 260 may be taken for credit. May not be offered in 2018-2019.

**T WSS 260/260X (= T HIS 259/259X)****History of Women and Social Change (3)**

T WSS 260 is the Honors College version of A WSS 260; only one version may be taken for credit. May not be offered in 2018-2019.

**A WSS 262 (= A SOC 262) Sociology of Gender (3)**

This course examines how gender is socially constructed in contemporary U.S. society. The course examines how gender orders our everyday lives—our sense of self, our friendships, romances, conversations, clothing, body image, entertainment, work, sexuality, and parenthood. Students will learn how conceptions about gender create and enforce a system of gender difference and inequality. This course will examine the lives, experiences and representations of heterosexual and lesbian, gay, bisexual, transgendered and queer (LGBTQ) persons. The course will reveal the “common sense” world of gender that surrounds us by exposing the workings of institutions such as the family, the classroom, the workplace, and the media. Throughout the course we will emphasize the ways in which people experience gender opportunities and constraints differently according to their race, gender, class, and sexuality. Only one version of A WSS 262 may be taken for credit. Prerequisite(s): A SOC 115 or permission of instructor.

**A WSS 270 (= A EAS 270) Women in East Asian Literature (3)**

By examining literary pieces from China and Japan, this course will examine the constraints of patriarchy, vestiges of matrilineality, functions served by portrayals of women, and treat questions such as: What can one deduce from early literary sources concerning women and their societies? Why do some people perceive gender related issues certain ways? and Why are women depicted certain ways? Conducted in English; no prior knowledge of the East Asian languages or cultures is required. Only one version of A EAS 270 and A WSS 270 may be taken for credit.

**A WSS 280 Society's Nightmare: Images of Gender, Race, and Class in Horror Fiction (3)**

Horror fiction and film are among the most popular genres, as well as the most powerful and disturbing, in American cultural life. Stephen King, Anne Rice, and others have risen to success by creating finely crafted expressions of the nightmare of the inner lives of their readers. This course explores what 20<sup>th</sup> century horror fiction and films tell us about the inner life of the century. May not be offered in 2018-2019.

**A WSS 281X (= A JRL 281X) Women and the Media (3)**

This course will explore how intersections of race, gender, class, nationality, sexuality, age, and (dis)ability shape representations of women in mass media and popular culture. We will also learn to research and analyze various media sources, as well as engage in creative projects to examine such representations and challenge issues of sexual objectification and societal dominance. Recommended (as opposed to required) courses prior to or during enrollment: A WSS 101, A WSS 220, or A WSS/A AFS/A LCS 240.

Only one version of A WSS 281 may be taken for credit.

**A WSS 292 Feminism in Action (3)**

This course will immerse students in conversations about and models for feminist action, practices, and engagements with diverse communities addressing social inequalities and social justice issues concerning the intersections of gender, race, class, sexuality, and other factors. Students will have opportunities to connect classroom learning with outside players and communities engaging feminist practice, which — at the discretion of the instructor — may include social media, current events, field studies, community engagement projects, films, events and/or guest lectures. *S/U* graded. May not be offered in 2018-2019.

**A WSS 299 Topics in Women's, Gender and Sexuality Studies (1–3)**

Consideration of topics or issues in Women's Studies. May be taken more than once if content varies. Consult semester schedules for specific topics and prerequisites.

**A WSS 308 Global Perspectives on Women (3)**

The course addresses women's issues in the local context of women's movements in several regions and countries around the world as articulated by feminist scholars within those countries, with some attention to the relationship between U.S. women and global feminist struggles. Interdisciplinary readings, including fiction and feminist theory, bring the perspective of gender to global/international political and economic structures. Prerequisite(s): junior or senior standing.

**A WSS 309 Activism and Health (3)**

This course investigates current concerns about health through transnational feminist analysis and activism in the context of social change movements. Feminist and related movements for social justice have long recognized health as a basic human right. Many of the world's nations, however, including the United States, do not. Topics will vary with current critical issues but may include achievements and struggles of women's health movements; the control of birthing practices and reproduction; illness and mortality across socio-economic status, race/ethnicity, sexualities, and geographic regions; and scientific evidence, cultural beliefs, and economic interests in different healthcare systems. Mainly for sophomores and juniors. Prerequisite(s): preferably at least one course in women's, gender and sexuality studies or health/biology. A WSS 109 is the best preparation for this course. May not be offered in 2018-2019.

**A WSS 310 Introduction to Feminist Pedagogy (3)**

In-depth study of issues central to contemporary feminism, with special emphasis on group process, self-motivated learning and social change through education. For students who wish to prepare to co-facilitate A WSS 101 or 101Z as members of the Women's, Gender and Sexuality Studies Teaching Internship. Prerequisite(s): A WSS 101 or 101Z and either A WSS 220 or

A WSS 360, which may be taken concurrently with A WSS 310, and permission of Chair of the Women's, Gender and Sexuality Studies Department.

**A WSS 320 Feminist Pedagogy in Theory (3)**

Continuation of A WSS 310 for students who are members of the Women's, Gender and Sexuality Studies Teaching Internship. Theory is discussed in the context of students serving as facilitators in sections of A WSS 101. Students work under supervision in a collaborative, collective mode of shared responsibility and leadership. Taken concurrently with A WSS 322Y. Prerequisite(s): A WSS 310 and 360, and permission of chair.

**A WSS 322Y Feminist Pedagogy in Practice (3)**

With preparation from A WSS 310 and, concurrently A WSS 320, students serve as facilitators in sections of A WSS 101 under faculty supervision. This course can be taken only once for credit. Prerequisite(s): A WSS 310 and 360, and permission of Chair of Women's, Gender and Sexuality Studies.

**A WSS 326 (= A SOC 326) Sociology of Race, Gender, and Class (3)**

Examination of contemporary social constructions of race, gender, and class (primarily) in the United States. Analysis of race, gender, and class as interlocking systems that stratify society. Discussion of key institutions that construct race, gender, and class — especially the media, education, and the political economy. Focus on: both oppressed and privileged positions in the social hierarchies; how we learn about our own and others' race/ethnicity, gender, and social class; how being a member of a particular social category (e.g., a woman or a man; a white person or a person of color; rich, poor, or middle class) affects perspectives and opportunities. Prerequisite(s): A SOC 115.

**A WSS 328 (= A GOG 328 & A USP 328) Gender, Space, and Place (3)**

Power relations and categories of social difference are reflected by dramatic inequalities in local environments, and in the quantity and quality of available space. This course examines, through the lenses of feminist geography and planning, how space is invested with social meaning. It discusses how the built environment affects and reflects relations of gender, sexuality, and ethnicity, and considers how these social classifications produce “geographies of difference.” Gender is also related to nationalism, colonialism, “geographic skills,” and feminist research methodologies. Only one version of A WSS 328 may be taken for credit. Prerequisite(s): A GOG/A USP 125 or A USP 201, or permission of instructor. May not be offered in 2018-2019.

**A WSS 333 (= R POS 333) Women and the Law (3)**

This course surveys the relationship between women and the law, looking at the way that women have been defined as legal subjects over time and through intersections of gender, sexual orientation, race, and class. The course focuses on the United States, but may also include

discussion of women's status in international law and cross-national comparisons of legal policies. Only one version of A WSS 333 may be taken for credit. Prerequisite(s): R POS 101 and junior or senior standing, or permission of instructor. May not be offered in 2018-2019.

**A WSS 336/336W/336Y/336Z (= A MUS 336/336W/336Y/336Z) Representations: Music, Gender, Race, and Class (3)**

This course will examine portrayals of gender, race and class across a wide range of musical media, including film, opera, theater, and song. Through a series of theoretical readings and listening/viewing assignments, we will investigate historical and contemporary issues concerning self-representation and the representation of others. Who has the right to speak, and for whom? How can music convey ideas about identity? The many ways music communicates meaning will be explored through lectures, discussion, small-group presentations, and independent writing projects. Only one version of A WSS 336 may be taken for credit. Prerequisite(s): A MUS 100 or permission of instructor. May not be offered in 2018-2019.

**A WSS 344/344Z (= A SOC 344/344Z)**

**Sociology of Women in the Political Economy (3)**

The different economic roles women play. The socio-historical determinants of these roles and their implications for the individual and society. Only one version of A WSS 344 may be taken for credit. Prerequisite(s): A SOC 115 or permission of instructor. May not be offered in 2018-2019.

**A WSS 346 (= R POS 346) Law, Sexual Orientation, and Gender Identity (3)**

This course will examine how law, institutions, and society interact to define the contested boundaries of legal rights based on the issues of sexual orientation and gender identity. We will be looking at scholarship in the area of law and sexuality as well as relevant court cases at the state and federal levels. These will raise some big questions: Do courts even matter in creating social change for LGBT people? Why have transgender people been less successful in achieving rights reform? How do beliefs on religion and family play a role in defining rights? As the country looks ahead to greater state legislative activity and judicial action, this area becomes increasingly salient to our national politics every day. Only one version may be taken for credit. May not be offered in 2018-2019.

**A WSS 350 (= A PHI 350) Philosophy and Feminism (3)**

This course will focus both on philosophical literature relevant to fundamental issues in feminist theory (such as how to understand sex, gender, and oppression), as well as feminist critiques of various fields in philosophy (such as epistemology, philosophy of science, ethics, and political philosophy). Only one version of A PHI 350 may be taken for credit. Prerequisite(s): one course in philosophy or women's, gender and sexuality studies.

**A WSS 360 Feminist Social and Political Thought (3)**

Study of the sources of contemporary feminist thought and the directions feminism has taken since the 60s. Contemporary feminism analyzed both as a historical movement and as a body of political theory. Particular attention will be paid to diversity within feminist theory and its differences with traditional political theory. Prerequisite(s): A WSS 101 or 220 or R POS 101, or permission of instructor.

**A WSS 361 Gender and Nation in World Cinema (3)**

The aim of this course is to apply critical race, postcolonial and feminist theories to the examination of intersections between gender and nation that occur in cinematic representations from different world regions. We will explore national cinemas in historical, transnational, cultural, and political contexts and reflect on these issues through critical thinking and writing exercises. In a given semester, the course may focus on — through the cross-cultural lens — one geographical region, cultural tradition, or theme. May be repeated once for credit if content varies. This course fulfills the general education global and cross-cultural perspectives requirement. Prerequisite(s): recommended but not required: A WSS 281. May not be offered in 2018-2019.

**A WSS 362 (= A ENG 362) Critical Approaches to Gender and Sexuality in Literature (3)**

Examination of the role of Anglophone literary texts from any period(s) in the construction of gender and sexuality, with an emphasis on study of interpretive strategies provided by various critical discourses. Topics to be discussed may include, among others: aesthetic movements; historical problems; cultural texts; political questions. Only one version of A WSS 362 may be taken for credit.

**A WSS 363 (= A SOC 362) Sociology of Sexualities (3)**

This course reviews the core of the sociology of sexuality from a socio-historical perspective. Among the topics to be discussed are the theoretical approaches to sexuality, the making of sexual identities, the relationship between sexuality and social institutions, and sexual politics and ethics. Specific examples include hip-hop sexualities, gay marriage, sexual tourism, transgender identities, and heterosexual intimacy. Only one version of A WSS 362 may be taken for credit. Prerequisite(s): A SOC 115.

**A WSS 365 (= A ANT 365) The Anthropology of New Reproductive Technologies (3)**

A cross-cultural perspective on how new reproductive technologies (including in vitro fertilization, surrogacy, ultrasound, prenatal screening for disability, sex selection, fetal surgery, and neonatal intensive care) are transforming the experience of procreation and challenging cultural notions of kinship, personhood, and what it means to be human. Only one version of A WSS 365 may be taken for credit. Prerequisite(s): 3 credits in anthropology, philosophy, or women's, gender and sexuality studies. May not be offered in 2018-2019.

**A WSS 366 (= A ENG 366) Critical Approaches to Ethnicity in Literature (3)**

Examination of constructions of "race" and/or "ethnicity" as presented in Anglophone literature. Topics to be discussed may include, among others: how markers of nationality are related to issues of sexuality, class, and other cultural-historical ways of accounting for the complex questions that surround identity. May be repeated once for credit when content varies.

**A WSS 368 (= A ENG 368) Women Writers (3)**

Selected works of English and/or American women writers in the context of the literary and cultural conditions confronting them. The course focuses on the development of a female tradition in literature and on the narrative, poetic, and/or dramatic styles of expression, voice and values of women writers. May be repeated once for credit when content varies.

**A WSS 381/381Z (= A ANT 381/381Z) Anthropology of Gender (3)**

The history of and current trends in anthropological theories of gender. Specific issues are raised in the form of questions, including: On what bases is gender identity constructed? What factors affect the relative status of men and women in different cultures? How many genders are there? What constitutes "femininity" and "masculinity" cross-culturally? Theoretical issues in the literature are linked to policy debates throughout the world, such as those over gay families, female genital cutting, abortion, and the use of new reproductive technologies. Only one version of A WSS 381 may be taken for credit. Prerequisite(s): one course in anthropology or sociology.

**A WSS 397 Independent Study (1-4)**

Study by a student in an area of special interest not treated in courses currently offered. Work performed under direction of a professor chosen by the student on a topic approved by the program. May be repeated with approval. Prerequisite(s): permission of Chair of the Women's, Gender and Sexuality Studies Department.

**A WSS 399 Topics in Women's, Gender and Sexuality Studies (1-3)**

Consideration of topics or issues in Women's, Gender and Sexuality Studies selected on the basis of faculty and student interest. May be taken more than once when content varies. Consult fall and spring schedule of classes for specific topics and prerequisites.

**A WSS 401/401Z Feminist Science, Technology, and Biomedicine Studies (3)**

In this course we will focus on the interplay between science, technology, and medicine, on the one hand, and gender on the other — always with attention to the ways in which gender intersects with other axes of social division and inequality such as race, class, nation, sexuality, age, health, and ability status. In particular, feminist theorists have long engaged the biomedical sciences and biotechnologies as sites for critical reflection on the epistemologies and ontologies of gender. Further, as loci of shifting social, cultural and institutional forms, biotechnologies



continue to generate new possibilities for living alongside new inequalities, thereby providing fertile ground for new theorizing on the mutual shaping of gender and technology. We begin with classic critiques of science and biomedicine stemming from feminist theory and then move to current iterations of core conceptual ideas that continue to underpin conversations on gender and biomedicine. In the second half of the course, the class will take up ethics in medical research and justice as sites of contestation towards alternative science and knowledge production practices. May not be offered in 2018-2019.

**A WSS 412 Race, Gender, and Cultural Politics in the Asian Diaspora (3)**

This course has an emphasis on historical perspectives as well as the intersections of gender, class, and race/ethnicity. It studies the phenomenon of the Asian Diaspora dating from late 18<sup>th</sup> century to the present. Topics include: immigration laws; labor and work; family and community formation; the processes of reconstruction of history and memory; politics of media representation. In a given semester, the focus may be on Asians in one geographic region such as the Americas, Europe, Africa, or the Pacific Rim. Prerequisite(s): junior or senior standing. May not be offered in 2018-2019.

**A WSS 416 (= A ENG 416) Topics in Gender, Sexuality, Race, or Class (3)**

Focused examination of topics in the study of gender, sexuality, race and/or class, as they are positioned and defined in literary or other texts from any period(s) or geographic region(s). Individual semesters may focus on, among other areas: a particular historical period, genre, or theme; theories of gender, sexuality, race, and/or class as related to literary or other forms of representation; a particular cultural problem. May be repeated once for credit when content varies. Prerequisite(s): senior standing, at least one literature course, and permission of instructor.

**A WSS 430Z (= A LCS 430Z) Environmental Justice: Racism, Classism, Sexism (3)**

In Environmental Justice: Racism, Classism, and Sexism, we will explore how racism, classism, and sexism impact current environmental "events," including environmental policy-making, public health outcomes, and the rhetoric and politics of environmentalism. Surveying the development of environmental awareness among the public, philosophies behind such awarenesses, and resulting shifts in policy, we will focus on the growth of the environmental justice movement, and will consider how various groups have addressed environmental degradation and injustice. Also under consideration will be a set of related issues: how globalization has impacted these events, the feminist critique of science and its impact, relationships between grass-roots activism (for example, native American activists and other Environmental Justice groups) and between these groups and more scholarly approaches, and contributions by artists, labor-rights groups, religious leaders, animal rights activists, and deep ecologists. Prerequisite(s): Students, at whatever level, are welcome. The requirements will differ

for graduate and undergraduate students. For example, graduate students will be reading more theoretical articles, and will be responsible for explaining these to the undergraduate students. In addition, graduate students will be required to submit a final research paper that is much longer (12-20 pages) than that required for undergraduate students. Only one version of A WSS 430Z may be taken for credit. May not be offered in 2018-2019.

**A WSS 433 (= R POS 433) Women, Politics, and Power (3)**

Examines the role of women within American society; identifies the systematic factors that have contributed to women's sociopolitical exclusion; investigates selected contemporary ideologies that posit a redefinition of the power relationships within society as the primary political objective. Only one version of A WSS 433 may be taken for credit. Prerequisite(s): R POS 101 or permission of instructor.

**A WSS 442 (= A DOC 442 & A JRL 442) Transmedia Storytelling (3)**

Students in this workshop learn how to use a variety of new media tools, including — but not restricted to — digital videos, interactive web pages, and animation software, to create a set of linked stories about a singular historical or newsworthy event. Additionally, students learn to search for, collect, and analyze primary sources — e.g. news stories, first-person accounts, government records, cultural artifacts, ephemera, found footage, etc. — stored in archives, libraries, museums, and online databases. Through the processes of research and reflection, students learn to understand the intersections and consequences of class, gender, race, and nationality. The workshop format enables students to participate fully as active learners and peer teachers. Only one version of A WSS 442 may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor. May not be offered in 2018-2019.

**A WSS 450 The Literature of Feminism: An Interdisciplinary Seminar (3)**

Draws upon the entire body of writing (fictional and nonfictional) that concerns feminism. In different semesters, focuses on different themes, periods, ideas, or issues related to feminism. Combines readings, lectures, seminar discussions, and research. May be repeated for credit when content varies. Prerequisite(s): permission of instructor. May not be offered in 2018-2019.

**A WSS 451 (= A HIS 451 & A LCS 451) Gender & Class in Latin American Development (3)**

The study of the historical interplays of cultural, ideological, and structural factors affecting women's lives during the course of Latin America's experience with modernization and industrialization during the 19<sup>th</sup> and 20<sup>th</sup> centuries. Topics covered may include: household work, paid work, migration, growth of female headed households, women's political participation, and women's participation in social movements. Only one version of A WSS 451 may be taken for credit. Prerequisite(s): any course in LACS and/or women's studies and/or history. May not be offered in 2018-2019.

**A WSS 461 (= A ARH 461) Women in Cinema (3)**

This course provides an introduction to women in cinema with an emphasis on images of women in film and films directed by women. Drawing upon film history and feminist film theory, this course takes on the construction of femininity and embodiment on screen as well as the role of the camera, the anticipated or implied spectator, and the film industry at large in those representations. Students will also examine alternatives to the traditional visual relationships and gender dynamics emphasized by Hollywood and other film industries, and will become familiar with experimental, animated, and feminist counter-cinema as important instances of visual culture that either transgress or work through issues of gender and the gaze differently. Prerequisite(s): junior or senior status and either A ARH 260 or six credits of A WSS coursework.

**A WSS 465 Feminist Theory (3)**

The course will examine key changes in feminist theory from the late 1960's to the present. It will assess changes in the way feminists have thought about such topics as: motherhood, sexuality, the origin and nature of women's oppression, class, race, and differences among women. Attention will be given to the political implications of changes in theory. Prerequisite(s): one of A WSS 220, A WSS 240, or A WSS 360, or permission of instructor. May not be offered in 2018-2019.

**A WSS 475 (= A ARH 475) Women in Art from the Renaissance to Impressionism (3)**

Examines representations of women in European and North American art from the Renaissance through Impressionism. Special attention is given to works made by women, and to the problem of how women artists negotiated their position as both subjects and objects of artistic depiction. While women artists faced challenges to their authority on every level — material, theoretical, and ideological — the course explores the inventive ways they reconfigured, or even challenged, traditional expectations. Only one version of A ARH 475 may be taken for credit. Prerequisite(s): junior or senior class standing plus either one 100 or 200 level Art History course or 6 credits of Women's Gender, and Sexuality Studies courses; or permission of instructor.

**A WSS 476 (= A ARH 476) Women in Art from the New Woman to Now (3)**

This course examines the ways in which women artists living within diverse historical and cultural contexts gained social agency through visual imagery and material construction. Beginning with the "New Woman" movement around the turn of the 20<sup>th</sup> century, it examines women's contribution to avant-garde movements in Europe and North America; the feminist art movement of the 1960s and 70s; "post-modern" feminist art which critiqued the very notion of social identity; and women artists' continuing efforts to enrich, question, and challenge the global art world of the 21<sup>st</sup> century. May not be taken by students with credit for A ARH 475 prior to Fall 2014. Prerequisite(s): junior or senior class standing plus either one 100 or 200 level Art History course or 6 credits of Women's Gender, and Sexuality Studies courses; or permission of instructor.

**A WSS 490Z Research Seminar in Women's, Gender and Sexuality Studies (3)**

Seminar in the theory and practice of Women's Studies research to examine what distinguishes Women's Studies from other disciplines; the relationship between feminist research and community/political activism; how feminist research is changing the traditional disciplines and the methods used in research. Prerequisite(s): senior standing or permission of instructor.

**A WSS 492Y Internship in Women's, Gender and Sexuality Studies (3)**

The Internship in Women's Studies has two components. (1) Work experience in a placement related to student's interests in career development and social justice. Interns are expected to spend eight (8) hours per week at their placements. Each student works closely with a feminist mentor who provides guidance on projects as well as an analysis of the structure and function of the organization and its role in social change. (2) Academic seminar where students meet together weekly to apply feminist theory, praxis, and analysis to their placement. Assignments include preparing a resume, analyzing current issues of workplace and economic justice, career development, assessing skills for and barriers to career development, and planning for graduate or professional school. The Internship is a requirement for the major but is open to any responsible junior or senior who has taken a course in Women's, Gender and Sexuality Studies. Prerequisite(s): permission of Internship Director is required; placements must be arranged during advanced registration. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher.

**A WSS 495 Honors Project (3)**

Independent research project required for successful completion of Women's Studies Honors. In order to register for this course, students must present a written prospectus of their project to the Director of the Women's Studies Honors Program. Students complete their Honors Project under the supervision of the Director of the Honors Program and an Honors Project Adviser. Honors students will present their projects to Women's Studies faculty and students upon completion of their work. Prerequisite(s): Admission to Women's Studies Honors Program and A WSS 490Z (may be taken concurrently).

**A WSS 497 Topics in LGBTQ Studies (3)**

Considers topics or issues in lesbian, gay, bisexual, transgender, or queer studies selected on the basis of faculty and student interest. May be repeated for credit when content varies. Consult fall and spring schedule of classes for the specific topics and prerequisites.

**A WSS 498 Topics in Women's, Gender and Sexuality Studies (3)**

Considers topics or issues in Women's Studies selected on the basis of faculty and student interest. May be repeated for credit when content varies. Consult fall and spring schedule of classes for specific topics and prerequisites.

# School of Business

## Faculty

### Dean

Nilanjan Sen, Ph.D.  
Virginia Polytechnic Institute  
and State University

### Associate Dean

Suraj Commuri, Ph.D.  
University of Nebraska at Lincoln

### Director of Undergraduate Student Services

Susan Maloney, M.B.A.  
University at Albany

### Director of Student Engagement

Jason C. Cotugno, M.S.  
University at Albany

### Associate Director of Digital Forensics, Student Services

Damira Pon, A.B.D.  
University at Albany

### Distinguished Professor Emeritus

William K. Holstein, Ph.D.  
Purdue University

### Professors Emeriti

Donald D. Bourque, Ph.D.  
University of Washington

Hugh T. Farley, J.D.

American University  
Ronald W. Forbes, Ph.D.

State University of New York at Buffalo  
Michael J. Kavanagh, Ph.D.

Iowa State University  
Paul A. Leonard, Ph.D. (Collins Fellow)

University of Oregon

Charles M. Schaninger, Ph.D.

Thomas D. Taber, Ph.D.

University of Illinois  
University of Rochester

Gary A. Yukl, Ph.D.  
University of California

### Professors

Peter Duchessi, Ph.D.  
Union College

Sanjay Goel, Ph.D.  
Rensselaer Polytechnic Institute

Janet Marler, Ph.D.

Cornell University

Hany A. Shawky, Ph.D.

Ohio State University

David M. Smith, Ph.D.

Virginia Tech

Giri Kumar Tayi, Ph.D.

Carnegie Mellon University

### Associate Professors Emeriti

Donald D. Ballou, Ph.D.  
University of Michigan

Salvatore Belardo, Ph.D.  
Rensselaer Polytechnic Institute

W. Christian Buss, Ph.D.  
University of Pennsylvania

William D. Danko, Ph.D.  
Rensselaer Polytechnic Institute

David J. Marcinko, Ph.D.

Boston College

Nicholas Mastracchio, Jr., Ph.D.  
Union College

Lakshmi Mohan, Ph.D.

Columbia University

Harold L. Pazer, M.B.A.  
University of Washington

John P. Seagle, Ph.D.

Stanford University

### Associate Professors

Rita Biswas, Ph.D.

Texas A. & M.

Dennis Caplan, Ph.D.

University of California, Berkeley

Uday Chandra, Ph.D.

Purdue University

Seok-Joo Chang, Ph.D.

University of Connecticut

Indushoba Chengalur-Smith, Ph.D.

Virginia Tech

Na Dai, Ph.D.

University of Kansas

Saurav K. Dutta, Ph.D.

University of Kansas

Guy Dinesh Fernando, Ph.D.

Syracuse University

Ingrid Fisher, Ph.D.

University at Albany

Richard Johnson, Ph.D.

University of Maryland

Paul Miesing, Ph.D.

University of Colorado

Saggi Nevo, Ph.D.

York University

Eliot H. Rich, Ph.D.

University at Albany

Kinsun Tam, Ph.D.

University of Connecticut

William Wales, Ph.D.

Rensselaer Polytechnic Institute

Yvonne Wang, Ph.D.

Pennsylvania State University

Wei Zhang, Ph.D.

University of Nebraska at Lincoln

### Service Associate Professor

Jakov J. Crnkovic, Ph.D.

University of Belgrade, Yugoslavia

### Assistant Professors

Devipsila Bhattacharga, Ph.D.

University of Arizona

Aaron Brauner, Ph.D.

University of Florida

Kathryn Enget, Ph.D.

Virginia Tech

Ioannis Kareklas, Ph.D.

University of Connecticut

Victoria Kisekka, Ph.D.

University at Buffalo

Aleksandre Kovacheva, Ph.D.

University of Pittsburgh

Alfred Liu, Ph.D.

University of California, Irvine

William Riccardi, Ph.D.

Florida International University

Richard Schneible, Ph.D.

Syracuse University

Hillary Wiener, Ph.D.

Duke University

### Visiting Assistant Professors

Martin L. Fogelman, Ph.D.

University at Albany

Raymond K. Van Ness, Ph.D.

Union Institute & University

### Lecturers

Fabio Auffant, M.S.

Champlain College

Thomas Collura, J.D.

Albany Law School of Union University

Marisa Lester, M.S.

University at Albany

Michelle Moshier, M.S.

University of Hartford

Eric Ofori, Ph.D.

Rensselaer Polytechnic Institute

Heidi Reale, M.B.A.

Rensselaer Polytechnic Institute

Ethan Sprissler, M.S.

University at Albany

Mary Wladkowski, Ph.D.

Northcentral University,

Prescott Valley, Arizona

### Adjuncts (estimated): 15–20

### Teaching Doctoral Assistants (estimated): 2–3

The School of Business offers degree programs at the undergraduate and graduate levels that prepare students to enter managerial and professional careers. All programs are accredited by the Association to Advance Collegiate Schools of Business (AACSB). The School is one of only three public universities in New York State to have dual AACSB accreditation in business administration and accounting.

All School of Business courses are preceded by the prefix letter B. The following School of Business courses are considered "Liberal Arts and Sciences" courses by the University: B BUS 250, B LAW 200, 220, B MGT 341, 430, 465, 481, B MKT 351, B ITM 215, 220. *No more than six credits from these courses may be counted as "Liberal Arts and Sciences" courses by students majoring in business administration or accounting.*

At the undergraduate level, the school offers Bachelor of Science (B.S.) degrees in accounting, business administration, digital forensics, and an interdisciplinary studies major with a concentration in financial market regulation. The B.S. degree is granted only to students who have been formally admitted to the School of Business prior to taking their upper division courses in business.

At the graduate level, the school offers a Master of Business Administration (M.B.A.), a Master of Science in Accounting (M.S.), and a Master of Science in Taxation (M.S.). The full-time M.B.A. is a two-year program open primarily to non-business undergraduates. In addition, the School participates in the Information Science Ph.D. in cooperation with other academic units. Information on this graduate program is available in the *Graduate Bulletin*.

The UAlbany School of Business has developed a national reputation for the quality of its undergraduate programs. The school is unable to accommodate all undergraduate students who wish to enroll as upper-division majors.

## Majors in Accounting or Business Administration

### Application and Admission

The following guidelines have been developed as a means of selecting the best-qualified students to study accounting or business administration.

### Initial Admission of Freshmen to the School of Business

All students admitted to the University whose basis of admission is "FRESHMAN" can be admitted to the School of Business as Accounting or Business Administration majors by declaring their major as "School of Business." To remain a School of Business major during the freshman and sophomore years, each student must meet the retention standards set by the School of Business. These standards require students

to maintain a 3.25 overall average at the University at Albany and at least a 3.00 average for the designated admission core course categories taken at the University.

To remain a School of Business major in Accounting or Business Administration, students must also have satisfactorily completed any five of the seven admission core course categories after three semesters at the University, and all seven of the admission core course categories by the end of four semesters at the University. (Note: all core course categories not completed prior to matriculation must be taken at the University and graded on an *A-E* basis.) These categories are: (1) B ACC 211 (2) B ITM 215 (3) A MAT 108 or A ECO 320 (4) A ECO 110 (5) A ECO 111 (6) A PSY 101 and (7) A SOC 115 or A ANT 108. In addition, students must have completed a total of at least 56 degree applicable credits by the end of four semesters at the University to remain a School of Business major.

Students' records will be evaluated after their second semester, and those falling below the retention standards will receive a warning letter indicating they are in jeopardy of losing their status as a School of Business major. Students' records will again be evaluated after their third and fourth semesters to determine that all of the above retention standards have been met.

Students not meeting these standards by the end of their fourth semester at the University at Albany are not guaranteed admission to the School of Business.

Students in the School of Business who have attained junior standing (i.e., 56 degree applicable credits) and who have met all the retention standards shall be eligible to enroll in the upper division School of Business courses.

### Direct Admission as Freshmen

A select group of freshmen will be offered admission to the School of Business Accounting or Business Administration majors without any additional conditions beyond those for continuing enrollment at the University. Such admission will be based on a review of the student's performance in high school as reflected in grade point average (HSGPA) and performance on school-based tests such as Regents exams, scores on the SAT or ACT national exams and the competitive rank in class. The minimum criteria for consideration will be a minimum score of 3,000 calculated as: HSGPA times 20 plus SAT score.

Students must complete the same set of business core course categories during their first two years that are required of all students in order to begin the upper division sequence of business courses in the junior year. The business core course categories must be completed with an average grade of at least *C* (2.00).

Direct admission as freshmen to the School of Business represents an act of confidence in a cadre of well-prepared students, and it is expected that these students will perform at the highest academic levels at the University at Albany. Students must meet University at Albany requirements for good academic standing to retain their enrollment in the School of Business.

### Initial Admission of Transfers with Sophomore Standing or above to the School of Business

All students whose basis of admission is "TRANSFER" can be admitted to the School of Business by declaring their major as either Accounting or Business Administration at the time of their application to the University as long as they will have met the following criteria:

Students must have completed a total of at least 32 degree applicable credits by the end of the spring semester preceding their summer or fall admission to the University, or by the end of the fall semester preceding their spring admission to the University. They must also have a final cumulative GPA of 3.25 or higher and have completed elsewhere a minimum of four of the designated admission core courses with at least a 3.00 average prior to matriculation.

To remain a School of Business major, students must achieve a minimum overall GPA at the University at Albany of at least a 3.25 and a minimum 3.00 average for the admission core course categories taken at the University by the end of their second semester at this University. They must also have satisfactorily completed all seven of the admission core course categories by the end of those two semesters. These categories are: (1) B ACC 211 (2) B ITM 215 (3) A MAT 108 or A ECO 320 (4) A ECO 110 (5) A ECO 111 (6) A PSY 101 and (7) A SOC 115 or A ANT 108. (Note: all core course categories not completed prior to matriculation must be taken at the University and graded on an *A-E* basis.) Additionally, they must have achieved 56 degree applicable degree credits by the end of two semesters at the University.

## Subsequent Admission to the School of Business

Students who did not declare their major as "School of Business" by the deadlines stated above but whose basis of admission is "FRESHMAN" or whose basis of admission is "TRANSFER" with fewer than 32 degree-applicable credits may directly apply (or reapply) for admission to the School of Business Accounting or Business Administration major once they have attained junior standing (i.e., 56 degree applicable credits) and have satisfactorily completed all seven of the admission core course categories. These categories are: (1) B ACC 211 (2) B ITM 215 (3) A MAT 108 or A ECO 320 (4) A ECO 110 (5) A ECO 111 (6) A PSY 101 and (7) A SOC 115 or A ANT 108.

(Note: all core course categories not completed prior to matriculation must be taken at the University and graded on an *A-E* basis.)

Other "TRANSFER" students who were admitted with 32 or more degree-applicable credits but who were not initially admitted to the School of Business may still be considered for admission within the following guidelines:

- Students who can demonstrate that their previous transfer record would have qualified them for admission had they applied initially to the School of Business will be admitted under the conditions and criteria described above for other sophomore or junior transfers.
- Students who do not initially qualify for admission as a transfer student to the School of Business may apply directly to the School of Business in the semester in which they will have completed 56 credits and all seven core course categories. Applications are available in the Office of Student Services in BB 201 on May 1<sup>st</sup>, June 1<sup>st</sup>, or December 1<sup>st</sup> and are due in that same office prior to the end of final exams for a fall, spring, and summer session.

## Appeals

Special Admissions: Students not admissible by any of the established criteria but who believe they have extenuating circumstances may write a letter of appeal to the School of Business. Contact the Director of Undergraduate Student Services, BB 201, for the procedure.

## Degree Requirements for the B.S. in Accounting

### Required Liberal Arts & Sciences Courses

*A ECO 110 Principles of Economics I: Microeconomics	3
*A ECO 111 Principles of Economics II: Macroeconomics	3
Writing (A lower level writing intensive or writing and critical inquiry course)	3
*A PSY 101 Introduction to Psychology	3
*A SOC 115 Introduction to Sociology <i>or</i>	
*A ANT 108 Introduction to Cultural Anthropology	3
Economics elective 300 level or above where A ECO 110 and 111 are prerequisites, excluding A ECO 320, 496, and 497	3
A MAT 106, 111, 112, 118, or equivalent Calculus	3
B MGT 341 Behavioral Foundations of Management	3
B BUS 300 Accounting and Communications	1
	<b>25</b>

### General Education Requirements:

As needed to fulfill University General Education Program requirements, *minimum 30 credits*; some credits may be filled by required Liberal Arts & Sciences or Business courses. (For clarification, see the General Education section of this Bulletin.)

### Other Liberal Arts & Sciences elective credit:

Total credits will vary based on courses selected for General Education requirements.  
**Total Liberal Arts & Sciences credits 60**

### Business and Accounting Requirements

*B ACC 211 Financial Accounting	3
B ACC 222 Cost Accounting Systems For Managerial Decisions	3
B ACC 311 Financial Accounting Theory I	3
B ACC 312 Financial Accounting Theory II	3
B ACC 381 Financial Information Systems	3
B ACC 411 Financial Accounting Theory III	3
B ACC 440 Survey of Taxation	3
B ACC 461 Auditing	3
B LAW 220 Business Law	3
*B ITM 215 Information Technologies for Business	3
*A MAT 108 or A ECO 320 Statistics	3
B FIN 300 Financial Management	3
B FIN 301 Corporate Financial Policy and Strategy or B FIN 375 Money and Capital Markets or A ECO 350 Money and Banking	3
B LAW 321 Law of Business Organization	3
B MKT 310 Marketing Principles	3
B ITM 330 Improving Business Performance with Information Technologies	3
B MGT 481W Strategic Management	3
<b>Total Business and Accounting Requirement Credits</b>	<b>51</b>
<b>Additional Business or Liberal Arts &amp; Sciences Elective Credits</b>	<b>9</b>
<b>Total Graduation Credits (minimum)</b>	<b>120</b>

\*These are Admission Core Course Requirements (see above).

## Degree Requirements for the B.S. in Business Administration

The programs in business administration, combining a major-minor sequence, are designed for students planning careers in management science, marketing, and financial analysis, or a combination of these three major areas.

### Required Liberal Arts & Sciences Courses

*A ECO 110 Principles of Economics I: Microeconomics	3
*A ECO 111 Principles of Economics II: Macroeconomics	3
Economics elective 300 level or above where A ECO 110 and 111 are prerequisites, excluding A ECO 320, 496, and 497	3
A MAT 106, 111, 112, 113, 118 (or equivalent) Calculus	3
*A PSY 101 Introduction to Psychology	3
*A SOC 115 Introduction to Sociology <i>or</i>	
*A ANT 108 Cultural Anthropology	3
	<b>18</b>

### General Education Courses:

As needed to fulfill University General Education Program requirements, *minimum 30 credits*; some credits may be filled by required Liberal Arts & Sciences or Business courses. (For clarification, see the General Education section of this Bulletin.)

### Other Liberal Arts & Sciences Electives:

Total credits will vary based on courses selected for General Education requirements.  
**Minimum Total Liberal Arts & Sciences Credits 60**

### Business and Accounting Requirements

*B ACC 211 Financial Accounting	3
B ACC 222 Cost Accounting Systems For Managerial Decisions	3
B FIN 300 Financial Management	3
*B ITM 215 Information Technologies for Business	3
*A MAT 108 or A ECO 320 Statistics	3
B ITM 330 Improving Business Performance with Information Technologies	3
B LAW 220 Business Law or B LAW 200 Legal Environment of Business	3
B MKT 310 Marketing Principles	3
B MGT 341 Behavioral Foundations of Management	3
B MGT 481W Strategic Management	3
Credits in selected concentration	15-21
<b>Total Business and Accounting Requirement Credits</b>	<b>45-51</b>
<b>Unrestricted Elective Credits:</b> these may be Liberal Arts & Sciences courses or other electives	<b>9-15</b>
<b>Total Business and Unrestricted Elective Credits</b>	<b>60</b>
<b>Total Graduation Credits (minimum)</b>	<b>120</b>

\*These are Admission Core Course Requirements (see above).

**Approved Concentrations:**

*Entrepreneurship/Finance Concentration (18 credits):* B FIN 301, B FIN 333, B FIN 375, B FIN 404, B MGT 400, B MGT 460.

*Entrepreneurship/Information Systems and Business Analytics Concentration (18 credits):* B FIN 404, B ITM 322, B ITM 331, B ITM 415Z, B MGT 400, B MGT 460.

*Entrepreneurship/Marketing Concentration (18 credits):* B FIN 404, B MGT 400, B MGT 460, B MKT 300 or 400-level elective, B MKT 351, B MKT 400-level elective.

*Finance/Information Systems and Business Analytics Concentration (18 credits):* B FIN 301, B FIN 333, B FIN 375; B ITM 322, B ITM 331, B ITM 415Z.

*Finance/Management Concentration (18 credits):* B FIN 301, B FIN 333, B FIN 375; B MGT 430, 6 Credits B MGT 400-level electives.

*Finance/Marketing Concentration (18 credits):* B FIN 301, B FIN 333, B FIN 375; B MKT 351, 3 credits B MKT 300-level or B MKT 400-level elective, 3 credits B MKT 400-level elective.

*Financial Analyst Honors Program Concentration (21 credits):* B ACC 313; B FIN 380, B FIN 400, B FIN 410, B FIN 436, B FIN 485 or B FIN 470 if offered, B FIN 490Z.

*Information Systems and Business Analytics Concentration (15 credits):* B ITM 322, B ITM 331, B ITM 415Z, B ITM 416, B ITM 434.

*Management/Information Systems and Business Analytics Concentration (18 credits):* B ITM 322, B ITM 331, B ITM 415Z; B MGT 430, 6 credits B MGT 400-level electives.

*Marketing Concentration (15 credits):* B MKT 312, B MKT 351, 3 credits B MKT 300-level or 400-level elective, 6 credits B MKT 400-level electives.

*Marketing/Information Systems and Business Analytics Concentration (18 credits):* B ITM 322, B ITM 331, B ITM 415Z; B MKT 351, 3 credits B MKT 300-level or B MKT 400-level elective, 3 credits B MKT 400-level elective.

*Marketing/Management Concentration (18 credits):* B MGT 430, 6 credits B MGT 400-level electives; B MKT 351, 3 credits B MKT 300-level or 400-level elective, 3 credits B MKT 400-level elective.

*Note: In order to complete concentrations in a timely manner it is necessary to follow specific course sequencing. For more detailed information on concentrations, consult Undergraduate Student Services in the School of Business.*

**Financial Analyst Honors Program**

This program is designed to provide committed students of finance with the opportunity for a special educational experience in small seminars where they can develop their analytical and communication skills.

School of Business students may continue in the Honors Program at the end of the first semester of the junior year so long as they have achieved a cumulative grade point average (GPA) of at least 3.50 for:

- (1) all courses taken through the first semester junior year, and
- (2) the following four courses: B ACC 211, B ACC 222, B FIN 300, and B ACC 313.

NOTE: Students will be allowed to advance register for second semester junior year courses with the understanding that if they do not meet the minimum qualification for retention in the Honors Program, they will receive a letter informing them of their non-retention in the Honors Program and will be deregistered for courses in the program.

Maintenance of a minimum cumulative grade point average of 3.50 overall and a 3.50 in all courses required in the Honors sequence is required to remain in the program.

The Honors Program has a mandatory mentoring program and all students in the program will be matched with a mentor as assigned by the Finance department faculty in consultation with the Office of Student Services. Students will retain the mentor relationship so long as they are registered in the program.

**Required Honors Program courses for the concentration are:**

B ACC 313; B FIN 380, B FIN 400, B FIN 410, B FIN 436, B FIN 470 or B FIN 485, B FIN 490Z.

**Financial Analyst Honors Program Sequence:****Fall semester junior year:**

B ACC 313 Financial Statement Analysis  
B FIN 300 Financial Management  
(Required of all School of Business students)

**Spring semester junior year:**

B FIN 380 Investment Valuation and Analysis  
B FIN 400 Financial Case Problems  
B FIN 410 Fixed Income Securities Market

**Fall semester senior year:**

B FIN 490Z Financial Analysis Seminar and Thesis

**Spring semester senior year:**

B FIN 436 International Financial Management  
B FIN 470 Special Topics in Finance or B FIN 485 Derivatives and Risk Management

During the Financial Analysis Seminar and Thesis course, students will be required to present oral and/or written progress reports on their ongoing research and critique each other's work. Each student must submit his or her senior honors thesis to the Finance faculty for review and eventual acceptance.

NOTE: Students who drop or are dropped from the Financial Honors Program at the end of their junior year will be allowed to use any completed courses in Finance toward a combined concentration in Finance/ITM, Finance/Management or Finance/Marketing after consultation with the School of Business undergraduate advisement personnel.

Students who successfully complete the courses in the Financial Analyst Honors Program and have a cumulative GPA of at least 3.50 will be awarded the Bachelor of Science with Honors in Financial Analysis, and will be recognized formally at the School of Business recognition ceremony in May. Students whose cumulative GPA is below 3.50 will be awarded the Bachelor of Science in Financial Analysis (without honors).

**Major in Digital Forensics**

The undergraduate curriculum in Digital Forensics is designed to nurture the development of students who are able to think critically, perform high-level analysis, adapt to changing environments through innovation and exploration, and have a deep understanding of the technical, legal, financial and socio-psychological influences that are related to the practice of digital forensics and investigation of cyber-crime.

The curriculum is structured with four components: foundational principles, core competencies, concentration, and capstone. The first two components are designed to integrate the dissemination of fundamental principles with the cultivation of the critical skill set necessary for advance undergraduate coursework and interdisciplinary research. The remaining two components expand on these foundational skills

to develop the topical expertise, technical depth, and independent analytic abilities that are essential to a well-rounded undergraduate educational experience.

This program will provide students with foundational technology skills in the areas of communications and networking, computer hardware, software development and database design, information security and the law. It will build core competencies in the area of data preservation, and examination and discovery in multiple areas including information security, criminal investigations, accounting and finance. The program culminates with capstone courses that consolidate the student learning in context of real problems. Overall, the program offers an academically rigorous preparation for students intending to pursue careers in digital forensics related fields as well as to pursue graduate education in the area of information security, digital forensics, and data analytics and law.

### Admission Requirements

Incoming freshmen who indicate an interest in the Digital Forensics major and meet eligibility criteria (a high school grade point average of 89 in conjunction with an SAT score of 1200 (1600 scale)/ACT score of 25) will be offered Direct Admission status. To maintain enrollment in the major, at the completion of 56 credits, these students must also have completed with a minimum cumulative GPA of 3.00 the following seven courses: A SOC 115, R CRJ 281 or A MAT 108, B ACC 211, B FOR 100, B FOR 201, B FOR 202, and B FOR 203.

Students not admitted as Direct Admission may apply for the major at the time of completion of 56 credits. Eligibility criteria at that time include a cumulative GPA of 3.25 in addition to completion of the same seven courses, with a minimum cumulative GPA of 3.00 (A SOC 115, R CRJ 281 or A MAT 108, B ACC 211, B FOR 100, B FOR 201, B FOR 202, and B FOR 203). Transfer student designated courses may differ according to articulation agreements, but cumulative GPA from the transfer institution must be a 3.25.

### Requirements for the B.S. in Digital Forensics

The B.S. program in Digital Forensics requires the completion of the following courses (69 credits) clustered in four components:

1. *Foundational Principles* courses (24 credits)

A PSY 101 Introduction to Psychology  
 A SOC 115 Introduction to Sociology  
 B ACC 211 Financial Accounting  
 B FOR 100 Introduction to Information Systems  
 B ITM 215 Information Technologies for Business  
 R CRJ 201 Introduction to the Criminal Justice Process  
 R CRJ 203 Criminology  
 R CRJ 281 or A MAT 108 Elementary Statistics

2. *Core Competencies* courses (16 credits)

R CRJ 202 Introduction to Law and Criminal Justice  
 B FOR 203 Networking and Cryptography  
 B FOR 204 Introduction to Cybersecurity  
 B FOR 300 Databases for Digital Forensics or B FOR 205 Introduction to Database Systems  
 B FOR 400 Forensic Accounting and Fraud Detection

3. *Concentration* courses (21 credits)

B FOR 201 Introduction to Digital Forensics  
 B FOR 202 Cyber Crime Investigations  
 B FOR 301 Computer Forensics  
 B FOR 302 eDiscovery Forensics  
 B FOR 303 Computer and Memory Forensics  
 B FOR 304 Mobile Forensics  
 B FOR 404 Forensic Accounting Investigative Techniques or B FOR 403 Risk Analysis & Security Policies

4. *Capstone* courses (8 credits)

B FOR 401W Advanced Digital Forensics  
 B FOR 402 eDiscovery Forensics and Moot Courts

### Courses in Accounting

#### B ACC 211 Financial Accounting (3)

A thorough introduction to the basic financial statements including the balance sheet, income statement, and statement of cash flows, with a focus on accounting information that is available to individuals outside an organization. The course provides an introduction to the concepts, terminology and principles of financial accounting. Students learn about accounting as an information development and communication function that supports economic decision-making. The course enables students to analyze financial statements; derive information for personal and organizational decisions from financial statements; and better understand business entities. Only one version of B ACC 211 may be taken for credit. Not open to freshmen. Intended accounting and business majors should enroll in B ACC 211 in the first semester of their sophomore year.

#### T ACC 211 Advanced Introduction to Financial Accounting (3)

T ACC 211 is the Honors College version of B ACC 211; only one version may be taken for credit. Prerequisite(s): open to Honors College students only.

#### B ACC 222 Cost Accounting Systems for Managerial Decisions (3)

This course will provide an introduction to management accounting. Emphasis will be on how managers use externally reported and internal financial information in the decision making process. Topics include product costing, activity based costing, variable costing, job order costing, budgeting, cost-volume-profit relationships, and performance measurements and evaluation. Prerequisite(s): B ACC 211. Offered spring semester only.

#### T ACC 251 Fraud Examination (3)

This course will cover fraud schemes as well as the principles and methodology of fraud detection and deterrence. This includes such topics as the fraud environment, cash and non-cash asset misappropriations, corruption, accounting principles and fraud, fraudulent financial statements, the anatomy of a fraud investigation, interviewing witnesses, documentation of the fraud examination and global/cultural factors. Emphasis will be placed on the process of conducting a fraud examination in accordance with procedures that ensure proper evidence gathering and preservation and the process of communicating the results of an investigation in appropriate forensic report form. Prerequisite(s): open to Honors College students only.

#### B ACC 311 Financial Accounting Theory I (3)

The first of a two-course sequence in intermediate-level financial accounting, which provides in-depth understanding of US Generally Accepted Accounting Principles. Topical coverage includes an introduction to basic accounting theory, study of the accounting cycle, conceptual framework of accounting, valuation of balance sheet accounts, recognition of revenue and matching expenses, and the reporting of the financial condition, operating results, and cash flows of an entity. This course builds on the framework provided by introductory courses in financial accounting and enables students to develop the ability to prepare, analyze and interpret corporate financial statements. Prerequisite(s): B ACC 211.

#### B ACC 312 Financial Accounting Theory II (3)

Continues the in-depth examination (begun in B ACC 311) of the US Generally Accepted Accounting Principles guiding the preparation of corporate financial statements. The topics addressed include special topics in accounting for Stockholder's Equity, the calculation and disclosure of earnings per share, investments, revenue recognition issues, accounting for income taxes, pensions, leases, and the accounting for and disclosure of accounting changes. Prerequisite(s): B ACC 311.

#### B ACC 313 Financial Statement Analysis (3)

Intensive course in the analysis of financial statements. Topics include, but are not limited to,

revenue and expense recognition, the validity of various measures of profit, footnote disclosures, pro forma financial statements, and valuation of balance sheet components. A study of ratio analysis considers the impact of different accounting conventions. Emphasis is on the relevance of financial statements for key stakeholders. Prerequisite(s): B ACC 211 and B ACC 222 and open only to students whose concentration is Financial Analysis. Not open to students with credit in B ACC 311 and/or B ACC 312.

### **B ACC 381 Accounting Information Systems (3)**

Analyzing, designing, utilizing, and evaluating computer-based and non-computer-based financial information systems. Topics include and combine accounting, computers, management and business ethics, internal controls, information technology in accounting developments, and the systems approach to meeting business information needs and requirements. Prerequisite(s): B ACC 222 and B ITM 215, or equivalent. Offered fall semester only.

### **B ACC 411 Financial Accounting Theory III (3)**

Examination of advanced accounting topics including business combinations, consolidations, partnership accounting, foreign currency transaction and translation, segment and interim reporting, and accounting for governmental and nonprofit entities. Emphasizes the official financial accounting pronouncements. Prerequisite(s): B ACC 312.

### **B ACC 440 Survey of Taxation (3)**

This course is a comprehensive introduction to the federal income tax system as it relates to individuals. It provides a conceptual approach to a wide array of tax topics including gross income, deductions and exclusions, gains and losses, depreciation, like-kind exchanges, alternative minimum tax, self-employment tax, and credits. Prerequisite(s): B ACC 211 or 6 credits of principles of accounting.

### **B ACC 442 Income Tax Accounting II (3)**

Theory and practice of taxation as applied to partnership, corporate entities, and fiduciaries. Prerequisite(s): B ACC 440.

### **B ACC 461 Auditing (3)**

Analysis of auditing and its contribution to financial reporting, with primary emphasis on the independent public accounting attest function. Application of audit tools, including flowcharting, statistical sampling, and the audit risk model, integrated with coverage of professional standards, the auditor's legal liability, and the regulatory environment. Prerequisite(s): B ACC 311 or B ACC 313.

### **B ACC 495 Independent Study in Accounting (3)**

Individual study plan in a selected area as approved by the instructor and the department chair in conference with the student. Written and oral progress reports required. May not be repeated for credit. Not useable in the degree program or major. Prerequisite(s): open only to qualified senior accounting students in the School of Business. An application must be filed through the Office of Student Services in BB 201. *S/U* graded.

## **Courses in Digital Forensics**

### **B FOR 100 Introduction to Information Systems (3)**

This course provides a foundation of information systems concepts that can be applied to future learning in advanced topics. The course will include background in the history and social implications of computing including cyber ethics; emergent and contemporary information technology and its nomenclature; information and data abstraction, representation, manipulation and storage; operating systems; networking and the Internet, programming languages, logic, and algorithms; database systems; digital graphics and multimedia; and information security.

### **B FOR 201 (formerly B ITM 201) Introduction to Digital Forensics (3)**

In this course, students will learn the fundamental process of analyzing data collected from electronic devices (including computers, media, and other digital evidence). Students will become familiar with proper techniques and tools utilized for securing, handling and preserving digital and multimedia evidence at physical crime scenes. Students will utilize examination and chain of custody forms, as well as prepare crime scene and digital acquisition reports related to administrative, civil and criminal investigations. Only one version of B FOR 201 may be taken for credit. Offered fall and spring semesters.

### **B FOR 202 (formerly B ITM 202) Cyber Crime Investigations (3)**

This course will teach students forensic investigative techniques specifically for managing cyber crimes including collection and preservation of data from different sources, such as the Internet and "cloud" computing environments. Students will learn the legal processes available for collecting and preserving such evidence in conducting cyber investigations. Only one version of B FOR 202 may be taken for credit. Offered fall semester only.

### **B FOR 203 Networking and Cryptography (3)**

This course will cover three primary areas of networking: Networking Components, Secure System Design fundamentals, and Cryptography. In this class, students will gain a basic understanding of network components, their roles, and how they interact in systems. Basic network architectures will be covered, and how they relate to specific host/client needs. Students will learn how to track and identify the packets involved in a simple TCP connection. They will learn to use networking tools such as WireShark, and network mapping tools, such as NMap. A thorough understanding of the first principles of security will be conveyed, including why each principle is important, and how it enables the design and development of security mechanisms that can meet and implement security policies. Security failures will be analyzed so that students can learn to identify: the specific failures; the design principles that have been violated; which principles are needed in specific scenarios. Human/machine interface principles will be discussed, and their importance in design and usage. Students will explore the connections between security and usability, and the importance of minimizing the effects of security mechanisms.

### **B FOR 204 Introduction to Cybersecurity (3)**

This course provides students with foundation for future learning in information security. Students will be exposed to information security terminology and concepts and apply them through labs and exercises throughout the course. First, students will be given a recap of networking concepts related to information system including the OSI/Internet models and TCP/IP protocol suite. Subsequently, the class will learn of different threats and motivations as well as the types of cyber attacks. Attacks covered in the course include, malware, protocol based attacks (spoofing, session hijacking, caches poisoning, etc.), Denial-of-Service, and attacks on the web. Also included in this course are psychological aspects of information security, vulnerabilities of computer networks, and cyber warfare. Prerequisite(s): B FOR 203.

### **B FOR 205 Introduction to Database Systems (3)**

Database systems are extensively used where large amounts of data must be stored for efficient update, retrieval, and analysis. The purpose of this course is to provide a comprehensive introduction to modern database management systems (DBMS). Students will learn to create databases and database objects, solve problems by constructing database queries using Structured Query Language (SQL), and practice data modeling and data normalization techniques. Students will also develop insights into advanced data management topics and technique trends.

### **B FOR 206 Programming for Analytics (3)**

This course introduces students to programming concepts that will help them in the process of data analytics. Students will learn to use shell scripting language to quickly sort, search, and clean data as well as the more structured Python language to process large data sets. Students will be expected to have basic familiarity with the Linux operating system as well as basic programming constructs such as loops, logic statements, and variable declaration. Students will be expected to both complete programming assignments as well as engage in data analysis employing the programming skills learned in the class. Prerequisite(s): B FOR 100.

### **B FOR 300 Databases for Digital Forensics (3)**

A large part of digital forensics deals with extraction and collection of data across electronic devices each of which has different architecture. In this class students learn the traditional relational database design and then understand the architecture of data storage in mobile electronic devices. The class also discusses in depth the storage of data on the cloud and the ramifications of that on digital forensics. Students also learn the basic techniques for analyzing data including use of Structured Query Language, data mining techniques and social network analysis. Students will also use scripting languages to efficiently clean up data from text files and extract information from files. Prerequisite(s): B FOR 100 or permission of instructor. Offered fall semester only.



**B FOR 301 (formerly B ITM 301)  
Computer Forensics (3)**

This course prepares students to conduct digital forensic examination of computers, removable media and other electronic devices. Students will use digital forensics tools and techniques to analyze digital evidence pursuant to an investigation, while utilizing industry standards and best practices. This course will prepare students in the development and implementation of forensic incident response plans, policies and procedures. Students will engage in oral and written reporting outlining digital forensic analysis findings and conclusions, in a professionally acceptable manner, pursuant to administrative, civil and criminal legal proceedings. Prerequisite(s): B FOR 201.

**B FOR 302 (formerly B ITM 302)  
eDiscovery Forensics (3)**

This course prepares students for the electronic collection, preservation and management of corporate information. It provides a foundation on basic corporate incident response challenges and proper collection methods for electronic data subject to legal and regulatory requirements. Students will utilize forensics tools for searching, culling and presenting corporate data, pursuant to administrative and civil eDiscovery cases. Offered fall semester only.

**B FOR 303 Computer and Memory Forensics (3)**

This course prepares students to conduct a digital forensic examination and analysis involving complex cases, electronic devices and data, as well as other forensic processes utilized to ensure government and corporate continuity. This course will demonstrate the importance of memory forensics through memory analysis with Windows, Linux, and Mac OS X. This course will prepare students to develop and implement policies and procedures for computer forensic laboratories involving operations and quality control management. It prepares students to compose and present oral and written reports that include laboratory audits, forensic analysis findings and court presentation material. Prerequisite(s): B FOR 201.

**B FOR 304 Mobile Forensics (3)**

This course provides students with an overview of mobile forensics investigation techniques and tools. It exposes students to procedures for conducting live network forensics of mobile devices and data. Students will learn mobile forensics procedures and principles, related legal issues, mobile platform internals, bypassing passcode, rooting or jailbreaking process, logical and physical acquisition, data recovery and analysis, and reporting. This class provides in-depth coverage of iOS and Android platforms and prepares students to collect, preserve, and examine mobile data that may be critical to an investigation. Students will develop network incident response plans, policies and procedures relevant to corporate networks and data, as well as mobile corporate assets, such as mobile devices. It prepares students to compose and present oral and written reports that outline network and mobile device forensic analysis findings that are technically and legally acceptable in administrative

hearings and court proceedings. Prerequisite(s): B FOR 201.

**B FOR 305 Cyber Defense (3)**

This course provides students with a deep dive into cyber security tools. Topics covered in this class include techniques for protecting networks and data, basic elements of symmetric and asymmetric cryptography, secure e-commerce, secure transmission, authentication, digital signatures, digital certificates and Public Key Infrastructure (PKI). The course will also discuss current legislation and standards related to information security and their relevance to the international workplace. Prerequisite(s): B FOR 204.

**B FOR 306 Database Security and Forensics (3)**

Students will learn the security and forensics aspects of databases, specifically, assessment and analysis of database best practices that include: data security policy, access control, intrusion detection, data obscurity, fraud detection, encryption, virtual private databases and physical security. Prerequisite(s): B FOR 204 and B FOR 205.

**B FOR 400 Forensic Accounting and Fraud Detection (3)**

This course provides an overview of occupational fraud including misappropriation of assets, financial statement fraud and corruption as well as other forensic accounting engagements such as tax fraud and matrimonial disputes. The course will explore the characteristics of specific fraud schemes along with the characteristics of those who perpetrate them (according to the Annual Report to the Nations compiled by the Association of Certified Fraud Examiners). Students will acquire an understanding of the generally accepted accounting principles violated by the schemes. Students will become versed in the principles of internal control over the financial reporting system including how these principles work to deter financial fraud and ensure compliance with external requirements. Relevant guidance from the professional, regulatory and legal environment will be discussed. Prerequisite(s): B ACC 211. Offered fall semester only.

**B FOR 401W Advanced Digital Forensics (4)**

Instructor will guide students through proficiency testing by utilizing digital forensic skills obtained in previous coursework to develop an incident response plan to guide a forensic investigation. Based on case-study scenario, students will also conduct forensic analysis of several items of digital evidence, prepare comprehensive written forensic laboratory reports and present findings to a panel of legal, forensics and management subject matter experts for constructive feedback. Students will also prepare exhibits and other materials for court presentation purposes based on the case-study scenario, forensic analysis findings and written laboratory reports. Instructor will conduct quality control assessments to ensure students are performing forensic analysis that is in compliance with industry standards guiding forensic and laboratory work environments. Prerequisite(s): B FOR 301 and B FOR 303. Offered fall semester only.

**B FOR 402 eDiscovery Forensics and Moot Courts (4)**

Electronic discovery (eDiscovery) refers to any process in which electronic data is sought, located, secured, and searched with the intent of using it as evidence in a civil or criminal legal case. This course will teach students the process of eDiscovery and developing testimony that can be presented in courts. The course will involve presenting evidence through the use of moot court. Prerequisite(s): B FOR 201 and R CRJ 202 or B LAW 220.

**B FOR 403 Risk Analysis & Security Policies (3)**

As the pervasiveness and frequency of security attacks continue to become commonplace, every organization needs to have a strategy for managing security risks. Cybersecurity and Digital Forensics professionals need to have the expertise to assist organizations manage security risks. This course is designed to introduce students to the field of information security risk. The course will explore the phases of a risk management program, focusing on the processes for analyzing and assessing risk. Students will learn how to quantitatively and qualitatively assess risk, how to measure risk, and how to develop security policies for mitigating risk. The course will incorporate common cases to provide a holistic view of how to properly use tools to calculate the costs and benefits of security investments. Prerequisite(s): B FOR 204 and B FOR 305.

**B FOR 404 Forensic Accounting Investigative Techniques (3)**

Students will learn the process and principal techniques for conducting fraud examinations and other forensic investigations as well as why careful attention to them is critical to a successful investigation. Students will learn the role of analytical review procedures in the investigation of financial fraud. Document analysis and the art of effective interviewing during investigations will be explored. Students will learn the proper procedures for evidence handling. Finally students will learn to write a report that succinctly and effectively communicates the completed investigation. Relevant guidance from the professional, regulatory and legal environment will be discussed. Prerequisite(s): B ACC 400. Offered spring semester only.

**B FOR 410 International Cyber Conflicts (3)**

Cybersecurity is an international problem where the perpetrators and victims of attacks may be in completely disparate locations. Cyber attacks have morphed from cyber crime and amateur display of prowess into cyber warfare and espionage among nations. While the issues are international there is little consensus on how to investigate them, create universally acceptable norms, and create international laws across multiple countries to manage them. This course discusses some of these sensitive issues regarding information security and cyber warfare. The hope is to improve understanding between professionals and students across countries in order to foster cooperation in resolving cyber conflicts. The class will include cases and discussions that will touch on the sensitive security related topics.

**B FOR 411 Supervisory Control and Data Acquisition (SCADA) Forensics (3)**

Supervisory Control And Data Acquisition (SCADA) systems are computer systems controlling large-scale, industrial equipment, often underlying important infrastructural assets such as power plants, water distribution facilities, and communication networks. This class is intended to familiarize students with how to forensically investigate and secure SCADA system. Due to the nature and impact of SCADA systems on human lives they typically have more requirements than standard systems. Because SCADA systems are imbedded into critical infrastructure it is vital to understand the regulatory compliance and system governance associated with these systems. As recent events, both domestically and internationally, have demonstrated, SCADA forensics skills are increasingly important and in demand today. Prerequisite(s): B FOR 201.

**B FOR 412 Cyber Incident Response and Penetration Testing (3)**

This course will discuss detection, management, and recovery from different types of incidents. Detecting and responding to security incidents are important parts of managing information security in an organization. Despite the best security infrastructure and policies in place, security incidents are inevitable. Each type of incident requires a specific handling process. Students will learn to identify the data sources, e.g. log files, and how to process the data into a meaningful analysis format. The class will cover analysis of individual files, as well as techniques to correlate information across multiple log sources to build a chain of evidence across those log files. Students will perform hands-on work during the tutorial using data sets that are representative of real life incidents. By the end of class, students will understand and be able to perform full scale cyber incident response. Prerequisite(s): B FOR 204, B FOR 206, and B FOR 305.

**B FOR 413 Multimedia Forensics (3)**

This course prepares students to conduct digital forensic examinations on multimedia evidence, specifically images, videos and audio files. The course builds student knowledge from the basics of multimedia types to being able to recognize anomalies in the files and identify file creation attributes. Students will learn how to examine multimedia files manually and through automated processes utilized by digital forensic tools. Students will prepare written reports outlining their findings of analysis, in a professionally acceptable manner, pursuant to administrative, civil and criminal legal proceedings. Prerequisite(s): B FOR 201.

**B FOR 414 Cyber Threat Modeling (3)**

This course is an introduction to cyber threat modeling from a variety of perspectives. Included in the course are threat modeling, application of cyber threat intelligence, analysis of technical threats, 360-degree cyber threat analysis techniques, data and information sources that feed the threat analysis cycle

and hands-on exercises using security data. The course is heavily lab-oriented and each class will have a specific lab objective to be achieved by students working in teams of two. Periodic quizzes will make up the testing portion of the course but instead of a mid-term and final exam there will be a final lab exercise that will involve all of the tools and techniques used during the course. That final lab will be constructed from real world events occurring during the final half of the semester. Students also will prepare a research project and present it both as a formal paper to be turned in and a class presentation. Prerequisite(s): B FOR 203, working knowledge of networking (TCP/IP protocol stack).

**B FOR 415 Hacking for Penetration Testers (3)**

In this course, students will learn the tools, attacks, techniques, strategies and tactics to jump start their penetration testing career and infiltrate any network or system. This hands-on, how-to course gives students an in-depth overview of penetration testing and how to test for computer/network/web vulnerabilities. From internal to external hacking, students will be able to understand the vulnerabilities that an attacker could exploit. Throughout the course, the students will have the opportunity to work with various tools, attacks, software, and tactics. Prerequisite(s): B FOR 203, B FOR 204, B FOR 305.

**B FOR 416 Advanced Data Analytics (3)**

This is a course with primary application to data analytics from a variety of domains, such as healthcare, finance, e-commerce, social media, etc. Learning objectives for students are to broadly understand the widely used machine learning algorithms and to gain hands-on experience with data preprocessing, feature extraction, and information visualization, when applying the learned algorithms to solving practical problems. A basic understanding of engineering and technology principles is strongly encouraged, including basic programming skills as well as sufficient mathematical background in probability, statistics, and linear algebra. Prerequisite(s): A MAT 108 or R CRJ 281 and B FOR 206.

**B FOR 418 Assembly Language and Malware Reverse Engineering (3)**

Reverse engineering of malware is the process of examining the disassembled code of malware via a disassembler or hex editor to better understand the code logic. The analysis helps understand the behavior of the malware by executing it in a quarantined environment to prevent contamination of the rest of the environment. The behavior could include files accessed, network communication, and processes launched, etc. The class also covers fundamentals of assembly language and hex editing which are useful for the code analysis. Students will be able to use code disassemblers to generate assembly language code from machine-executable code. Students will also learn about different types of malware and how to fingerprint malware. Prerequisite(s): B FOR 204 and B FOR 206.

**B FOR 419 System Administration & Operating Systems Concepts (3)**

A practical study of the secure management of multiple internet connected server and workstation computers. System setup and periodic maintenance (with topics such as OS installation, filesystems, application server software builds, patching, performance monitoring) combined with issues of availability (including networking and remote access, backup and restores, user accounts) and interoperability issues. Prerequisite(s): B FOR 100.

**B FOR 420 National Cybersecurity Challenge Problems (3)**

This course exposes students to national cybersecurity challenge problems that our National Labs are currently dealing with and is suitable for seniors who are majors in Digital Forensics, Computer Science, Mathematics, and Cybersecurity. This is an experiential learning course where student teams will work closely with the faculty instructor and scientists in a National Lab or a Government Agency dealing with cybersecurity or intelligence problems. Students will work in teams to plan and solve the problems.

**Courses in Finance/  
Financial Analysis****T FIN 200 Global Business (3)**

This interdisciplinary business course introduces students to today's business environment with special emphasis on globalization of markets and globalization of production. It covers the national differences in political economy, and in business cultures and ethics. It considers recent geopolitical and economic events around the world and how they relate to globalization. Finally, the course examines the impact of globalization on businesses, including international trade, global marketing and global human resources management. Students are exposed to various world-wide institutions and their respective roles: the World Trade Organization, the World Bank, the International Monetary Fund, the United Nations and its auxiliary organizations. Does not yield credit toward the major in business administration or accounting or the minor in business. Prerequisite(s): open to Honors College students only.

**B FIN 210 Personal Finance (3)**

The goal of this course is to develop financial literacy and empower students to make wise financial decisions. The course provides an understanding of the basics of investing in the stock and bond markets, tax planning and tax form preparation, personal budgeting and credit card debt, student loans, and how to build and maintain a credit score. Decisions about what types and amounts of insurance to buy, and tax and estate planning are also examined. As instructional methods, the course uses a combination of textbook and outside readings, lectures by the instructor and other financial planning practitioners, case studies, and spreadsheet exercises. Open to all University at Albany students. Does not yield credit in the majors or minor in the School of Business.

**B FIN 236 (= R PAD 236) Institutions and Policy in Business Regulation (3)**

This course examines the public regulation of business, surveying the field in general but with special attention to regulatory controls in financial markets. Its subjects include the justifications and critiques of government regulation, ethical considerations in regulatory decisions, international dimensions of regulatory policy and management, and how political, legal, and technological processes shape regulation. Only one version of R PAD 236 may be taken for credit.

**B FIN 300 Financial Management (3)**

Introductory course that surveys the basic concepts in financial management. Topics covered include financial statement analysis, operating and financial leverage, capital budgeting, cost of capital, bond and stock valuation models, and working capital management. Prerequisite(s): B ACC 211.

**B FIN 301 Corporate Financial Policy and Strategy (3)**

Continuation of B FIN 300, focusing on various investment and financing decisions of the firm. Topics include financial analysis, risk measurement, capital budgeting, capital structure, and dividend policy decisions made in an environment of uncertainty. Case course supplemented with a text and extensive computer spreadsheet assignments. Prerequisite(s): B FIN 300. Not open to students who are concurrently registered for or who have completed B FIN 400.

**B FIN 333 Investment Management (3)**

This course covers equity and equity-linked derivative securities, and portfolio management. Examines the institutional environment in which investment decisions are made. Topics include portfolio theory, the behavior of equity securities prices, and various models for the pricing of common stock and equity derivative instruments. Term project requires presentation of securities selection and portfolio management strategy. Extensive computer spreadsheet assignments. Prerequisite(s): B FIN 300 and 301. Not open to students with concurrent enrollment in B FIN 380 or who have successfully completed B FIN 380.

**B FIN 375 Money and Capital Markets (3)**

This course covers money and capital markets and the analysis of fixed-income securities. Topics include the functions of the Fed and its monetary policy, valuation of bonds, management of interest rate risk, and the pricing of derivatives such as interest rate swaps credit analysis, fixed income portfolio management. The use of computer spreadsheets is emphasized heavily. Prerequisite(s): B FIN 300. Not open to students who are concurrently registered for or who have completed B FIN 410.

**B FIN 380 Investment Valuation and Analysis (3)**

Intensive course in valuation of equity and derivative securities, and principles of portfolio management. Topics include equity valuation, option pricing, hedging, and speculation methods, creation of investment policy statements, construction of performance benchmarks, and

performance attribution methods. Skills such as the use of financial modeling software, teamwork, and oral and written communication are emphasized heavily. Prerequisite(s): B FIN 300 and B ACC 313. Open only to students whose concentration is Financial Analyst Honors. Offered spring semester only.

**B FIN 400 Financial Case Problems (3)**

Intensive case analyses of and discussions about organizations facing a variety of financial issues, including value maximization, measurement of cost of capital, analysis of capital projects, mergers and acquisitions, and risk management. All of these topics will be covered under the overarching theme of corporate valuation. Skills such as the use of computer spreadsheets, teamwork, and oral and written communication are emphasized heavily. Prerequisite(s): B ACC 313, B FIN 300. Open only to students whose concentration is Financial Analyst Honors. Offered spring semester only.

**B FIN 404 Entrepreneurial Finance (3)**

The course focuses on valuing and financing young high-growth potential entrepreneurial firms. The course addresses this topic from two perspectives: users (entrepreneurs) and suppliers (venture capitalists and other private equity investors) of capital. This course is divided into three parts. The first part focuses on identifying opportunities and valuing those opportunities by using various techniques. The second part focuses on financing of entrepreneurial firms, such as venture capital, venture lending, angel, and other alternative sources. The last part of the course considers exit strategies including taking the venture public, merging it with another company, or through a leverage buyout. Prerequisite(s): B FIN 300, B FIN 301, B MKT 310, and B BUS 400. Offered fall semester only.

**B FIN 410 The Fixed Income Securities Market (3)**

Intensive course on the analysis of fixed income securities. Topics include bond pricing, duration, convexity, the term structure of interest rates, corporate, Treasury, and municipal securities, asset-backed securities, credit analysis, and interest rate swaps. Key skills include spreadsheet usage, teamwork, and oral and written communication. Prerequisite(s): B ACC 313 and B FIN 300, and open only to students whose concentration is Financial Analyst Honors. Offered spring semester only.

**B FIN 435 (= R PAD 435) Law in Financial Market Regulation (3)**

This course examines the rationales and main features of regulatory law in financial markets, focusing on banking, securities, futures, options, and other capital markets. It discusses approaches to regulating investor and customer protection, financial institutions, and market structure. It examines relationships among change in financial markets such as financial innovations and regulatory structure and practice. The course discusses the roles of federal and state regulation, self-regulatory organizations and private associations, and firms within the regulatory system. Only one version may be

taken for credit. Prerequisite(s): prior coursework in study of regulation and/or finance highly recommended.

**B FIN 436 International Financial Management (3)**

This course exposes students to the problems faced by financial managers of firms operating in an interconnected global business environment. After covering the basics of international finance theory and institutions, this course focuses on foreign exchange risk management and the valuation of cross-border cash flows. Various hedging practices and elements of working capital management, capital budgeting, and financing aspects are discussed in an international context. Includes lectures and case analyses. Skills such as the use of computer spreadsheets, teamwork, and oral and written communication are emphasized heavily. Prerequisite(s): B FIN 300 and either B FIN 301 or B FIN 400. Offered spring semester only.

**B FIN 439 (= R PAD 436) Technology in Financial Market Regulation (3)**

The development, operation, and regulation of technological systems shape modern financial markets. These systems are developed and overseen by market centers, clearing organizations, and other market infrastructure organizations, as well as sell-side financial firms, institutional investors and other buy-side participants, corporations, technology providers, and public and private regulators. Market controls, technological development, and regulation shape this system individually and interactively. This course examines the central features of technology in financial markets and how market and regulatory controls and social and behavioral conditions produce and interact with them. Only one version may be taken for credit. Prerequisite(s): prior coursework in study of regulation and/or finance highly recommended.

**B FIN 470 Special Topics in Finance (3)**

Integrates the tools and concepts developed in preceding finance courses. Topics vary by semester and instructor and may include equity and fixed income analysis, derivatives, portfolio management, investment banking, financial case studies, or bank management, among others. Heavy emphasis on computer applications of financial concepts. May be repeated once for credit when topic varies. Prerequisite(s): B FIN 333 and B FIN 375 or B FIN 380 and B FIN 410.

**B FIN 485 Derivatives and Risk Management (3)**

Intensive examination of risk measurement in organizations and portfolios, and methods for managing those risks. Among the financial instruments examined are option, forward, futures, and swap contracts, including the characteristics of each instrument, market structure, institutional rules, pricing models, and strategies for use in investing and hedging. A variety of learning methods are employed, including lecture and discussion, case study, and computer spreadsheet analyses. Prerequisite(s): B FIN 301, B FIN 333 and B FIN 375 or B FIN 380, B FIN 400 and B FIN 410.

**B FIN 490Z Financial Analysis Honors Seminar and Thesis (3)**

The first half of the course prepares students for thesis development. Seminars present leading-edge financial topics, review basic research methods, and introduce various financial databases. At semester's end, students present their completed theses to faculty and alumni on the Albany campus. Skills such as spreadsheet use, teamwork, and oral and written communication are emphasized heavily. Prerequisite(s): B FIN 380, 400 and 410. Open only to students whose concentration is Financial Analyst Honors. Offered fall semester only.

**B FIN 494 Introduction to Equity Analysis (1)**

Students in the UASBIG student-managed investment fund learn equity research techniques and the use of research tools that may include Bloomberg, FactSet, ValueLine, and EDGAR. Students learn the basics of top-down analysis. Students must become Equity Certified on the Bloomberg Terminal. Prerequisite(s): restricted to University at Albany School of Business Investment Group (UASBIG) members. *S/U* graded.

**B FIN 495 Introduction to Financial Modeling (2)**

Using SEC filings and Excel, students in the UASBIG student-managed investment fund model companies' financial statements and produce discounted cash flow and relative valuation estimates. Each student must complete at least one research report and stock recommendation, and pitch it to UASBIG's Advisory Board. Prerequisite(s): successful completion of Bloomberg Terminal Equity Certification. Restricted to University at Albany School of Business Investment Group (UASBIG) members. *S/U* graded.

**B FIN 496 Applied Concepts in Equity Analysis and Financial Modeling (3)**

Students in the UASBIG student-managed investment fund apply skills from B FIN 494 and 495, as well as portfolio management and trading concepts. Students learn valuation techniques including EV/EBITDA and Sum-of-Parts analysis, and the modeling of acquisitions and divestitures, and gain experience mentoring junior analysts. Each student must submit at least one professional-quality report and stock recommendation, and demonstrate leadership and assume a mentoring role in UASBIG. Prerequisite(s): B FIN 495. *S/U* graded.

**Courses in Information Technology Management****T ITM 200 Strategic Sustainable Systems (3)**

To be part of the next wave of global business growth you will need to craft sustainable businesses practices, with an eye to your effect on future generations. In this course we will study the relationships between business activity and the physical environment. First we will ground our discussion in basic concepts of business strategy and policy making. Employing the techniques of systems thinking and simulation, we will learn about the effects of feedback and structure that drive business growth and failure,

and experiment with strategies that support economic vitality while reducing negative effects on the global economy in a time of increasingly scarce resources. Open to Honors College students only.

**B ITM 210 Information Technology Practicum I (3)**

This is a course for School of Business majors, with sophomore status, who are interested in pursuing a career in information technology (IT). Students will be exposed to financial services case studies and will be guided through research and strategy development by professionals. Weekly sessions with client-serving professionals who will mentor students to build and enhance their leadership, consulting, project management, and teamwork skills. Prerequisite(s): permission of instructor.

**B ITM 211 IT Consulting Mentorship (3)**

This course builds up on the trajectory course, B ITM 210, where students act as IT consultants working with a firm. The students will serve as mentors to and assist students enrolled in B ITM 210. In addition, students will work with the instructional team in reviewing and evaluating student work and presentations as well as participate in weekly calls with the "client." In the process, students will also gain knowledge in the new case topic used for the current class (usually a topic in emerging technology, e.g., Cloud computing, social media, information security risk assessment). Students in this course will interface with the instructor(s) for B ITM 210 in and will interface with firm in development of, research for, and evaluation of cases and case materials. Prerequisite(s): B ITM 210 and permission of instructor.

**B ITM 215 Information Technologies for Business (3)**

This course focuses on the role of information systems in solving business problems. The topics in the course will include fundamental of information technology (IT), Organizational Strategy using IT, Customer Relationship Management, Supply Chain Management, Elements of e-business, information security, and cyber-ethics. Students will understand the role and importance of IT/IS within organization and will develop business-oriented applications using Microsoft Excel (comprehensive / advanced level) to achieve a solid base for development of IT/IS applications in business, accounting, or other applications. Course is not open to freshmen. Course is offered in both fall and spring semesters.

**B ITM 310 Information Technology Practicum II (3)**

This course is for School of Business majors, with junior status, who are interested in pursuing a career in information technology (IT). Students will be exposed to a real business issue, which appears as a written business case. The students will be guided through research and strategy development by corporate managers, professionals, and/or faculty, who will mentor students to build and enhance the students' leadership, consulting, project management, and teamwork skills. The course is designed for 8 to 12 students. Enrollment in the course is by invitation only and an application process

is necessary. Not all interested students can be accommodated. Prerequisite(s): permission of instructor and junior standing in the School of Business.

**B ITM 322 Quantitative Analysis for Business Decisions (3)**

This course is intended to teach students how to make business decisions under conditions of uncertainty. The course will cover the basics of business statistics, primarily data collection and presentation, and measures of centrality and dispersion. Students will learn about probability and probability distributions, parameter estimation and hypothesis testing. Prerequisite(s): B ITM 215, A MAT 108, and calculus.

**B ITM 330 Improving Business Performance with Information Technologies (3)**

This course comprehensively covers databased design and development, including, theory, modeling, normalization, management, and administration. In this class students will use database technologies for developing business applications using relational database tools (e.g. Access, and Visual Basic for Applications (VBA). The specific tools used in the course may change over time but the fundamental course of the course will remain the same. The course will also engage students in learning the Structured Query Language (SQL) which the students will use in their application development. This course will help students to understand the importance of databases in an organization and to apply databases to new business problems. The class has a strong hands-on component that will involve extensive use of computers during the class and for homework assignments and projects. Prerequisite(s): A MAT 106 and B ITM 215, A MAT 108 or A ECO 320. Offered in fall, spring, and summer (may not be offered every summer).

**B ITM 331 Business Systems Analysis and Design (3)**

This course covers the planning, specification of system requirements, analysis, design, and implementation of computer-based information systems using database concepts previously learned in B ITM 330. This course teaches both the traditional and object-oriented for creating data-driven application prototypes. Experience with system development is gained through several individual and group projects that integrate database technology with prototyping using software packages such as MS Access. May not be taken by students with credit for B ITM 415 completed through spring 2016. Prerequisite(s): B ITM 330. Offered spring and summer (may not be offered every summer).

**B ITM 415Z Data Analytics in Business (3)**

This course will introduce participants to the importance of predictive analytics in today's business world and build competencies in data modeling and predictive analytics, which are a group of practices, technologies, and applications for analyzing data and building models to help businesses make better decisions. Most organizations are data-rich but information-poor. This course discusses how data mining technologies are used to transform "big data"

into information to support tactical and strategic business decisions. Students will deepen their knowledge of statistical decision-making tools by developing data mining, data visualization and data analysis skills to extract knowledge hidden in large volumes of data. This is a hands-on course that provides an understanding of the key methods of data visualization, exploration, classification and prediction. The computer will be used extensively throughout the course and emphasis will be placed on the interpretation of results and the implementation of the analysis. The course is also pertinent to students with concentrations in marketing and sales, human resources, and other business areas who are preparing themselves for both the private and public sectors. Prerequisite(s): B ITM 331 and 322. Corequisite(s): B ITM 434.

### **B ITM 416 Topics in Business Analytics (3)**

This course will cover selected topics in Business Analytics, including (but not limited to) Social Network Analysis, Business Intelligence, and Project Management of business analytics projects. The course may introduce students to relevant software packages that permit analysis of data sets that relate to several functional areas of a business, including marketing, sales, and human resources. Students who complete this course will be able to analyze large data sets with modern techniques and tools to improve a company's ability to leverage its corporate data and will be able to assist in the planning and organizing of predicative analytics projects. Prerequisite(s): B ITM 415. Offered spring semester only.

### **B ITM 434 Business Analytics Practicum (3)**

This is a real world project-based course where students will work at one or more client firms in project teams. The projects are designed to develop business and managerial insights through analysis of business data using a variety of data analytic techniques, tools and software. These insights are then used to support business and organizational decision making. Based on clients' needs, project teams will also develop information system prototypes in a number of business areas. Students will have support and guidance from the client organization (mentor) and from the course faculty member and other professors from the ISBA Dept. (as necessary). Students will be assigned to teams (or organizations) based on their expertise and client needs. The course faculty member will interact, discuss and guide the execution of the individual student projects each week. Prerequisite(s): B ITM 331. Corequisite(s): B ITM 415.

### **B ITM 480 Enterprise Application Development and Management (3)**

This course teaches students how to plan and implement an online business. The students learn about financial analysis, marketing analysis, and risk analysis and use these to create a business plan for their online business idea. The students then implement their idea by creating a working prototype using a multi-tier (client/server/data) architecture. Students develop and design a database and then connect it to the server creating dynamic web pages. At the

middle and end of the semester, the students give a presentation to a review panel, which evaluates their efforts. Based on technical demands of the course, it is required for students to have some knowledge of database development and programming. Prerequisite(s): B FIN 300, B MKT 310, B ITM 330 and B BUS 400. Offered spring semester only.

## **Courses in Law**

### **B LAW 200 Legal Environment of Business (3)**

Stresses the basic legal concepts around which our society is structured, their applications in modern business society, legal procedures, terminology, and legal principles in operation. Topics include sources of law, Constitutional law, criminal law, civil lawsuit issues and insurance. Offered spring semester only.

### **B LAW 220 Business Law (3)**

Legal principles underlying business relations, including contracts, commercial paper, significant articles of the Uniform Commercial Code, and government and business. Accounting majors must complete this course and not B LAW 200.

### **B LAW 321 Law of Business Organizations (3)**

Legal concepts of agency, sole proprietorships, partnerships, corporations, limited liability companies, and bankruptcy.

### **B LAW 421 Law of Property (3)**

Law of real and personal property, including mortgages and conveyances, landlord and tenant relationships. Prerequisite(s): B LAW 220. Offered fall semester only.

### **B LAW 422 Trust and Estate Law (3)**

Covers presentation of material concerning living and testamentary trusts; analysis of the requirements of a will, including its preparation, execution, and probate; administration of estates of individuals dying with and without wills. Offered spring semester only.

## **Courses in Management**

### **B MGT 341 Behavioral Foundations of Management (3)**

This survey course provides an overview of research and theory about behavior in organizations. Specific topics may include ethics, decision-making, communication, group processes, power and influence, motivation and job attitudes, conflict and cooperation, organizational politics, leadership, organization structure, organization change and development, and international differences affecting behavior in organizations.

### **B MGT 400 Introduction to Entrepreneurship**

This introductory course considers the antecedents and consequences of entrepreneurship. The tools developed in this course will help students understand how and why a new venture is launched and how to make that effort successful. The class will also provide exposure to basic entrepreneurial and business skills in a format that encourages dialog, develops critical

thinking skills, and promotes self-awareness and personal development. Students will also learn about the impact of entrepreneurship on the economy and society. By the end of the course, students will be able to critically evaluate opportunities, marshal resources, and understand how to manage a new venture. This is not a course consisting solely of the "nuts and bolts" of how to start a business. Students will also leave this course with a more thorough understanding of some of the key institutions supporting entrepreneurship and specific government initiatives/programs to stimulate entrepreneurial activity. Participants will also be knowledgeable about the salient issue of technology commercialization at universities, federal labs, and firms, especially the entrepreneurial dimensions of such activities. A key component of this course is spirited, informed class discussion. Offered spring semester only. Prerequisite(s): B FIN 300 & B MKT 310.

### **B MGT 430 Management of Human Resources (3)**

The course introduces the concepts and techniques of human resources management, with an emphasis on knowledge relevant for practicing managers. Topics include strategic human resource management, human resource information systems, employee recruitment and selection, diversity and multiculturalism, compensation and incentives, performance management, training and development, and legal issues. Prerequisite(s) or corequisite: B MGT 341.

### **B MGT 450/450Z Managerial Leadership and Decision Making (3)**

Builds on concepts in B MGT 341. Review of major concepts and findings in managerial leadership, with a focus on the functions and skills of middle and lower-level managers. Topics may include nature of managerial work, managerial skills and behavior, motivating and influencing people, leading decision groups, participative leadership and delegation, problem solving and crisis management, time management, team building, and transformational leadership. Only one version of B MGT 450 may be taken for credit. Prerequisite(s): B MGT 341. Offered spring semester only.

### **B MGT 460 Social Entrepreneurship (3)**

This course is about using entrepreneurial skills to craft innovative responses to social problems. Entrepreneurs are particularly good at recognizing opportunities, exploring innovative approaches, mobilizing resources, managing risks, and building viable enterprises. These skills are just as valuable in the social sector as they are in business. "Social entrepreneurship" applies to both profit and non-profit firms which have programs designed to create social value. To achieve this purpose, this course covers extensive content materials using the text, lectures, guest visitors, and class discussions; it brings application and relevance through the use of case studies; and it provides personal project presentations at the end of the semester. Open only to School of Business majors. Prerequisite(s): B MGT 341 and B MGT 400. Offered fall semester only. May not be offered in 2015-2016.

**B MGT 470 Motivation, Productivity, and Change Management (3)**

This course focuses on theory and practice involved with motivation, productivity, and change management in the work environment. Improving employee motivation and productivity is the focus of change management. Topics include major theories on work motivation, practical techniques of change management such as action research and survey-guided feedback, and practical techniques to increase employee involvement and motivation such as incentive plans, employee ownership, and self-managed teams. Prerequisite(s): B MGT 341. Offered fall semester only.

**B MGT 471 Human Resource Information System (3)**

Focuses on the interface of the Human Resource Management function of organizations with computer technology. Examines the use of computers as tools to analyze and assist in decision regarding the effective utilization of human resources of any organization. Explores specific human resource topics in depth using information technology as a managerial decision tool in areas such as strategy, selection, employment discrimination, training, and compensation. Prerequisite(s): B MGT 341 and 430. Offered spring semester only.

**B MGT 480 Special Topics in Management (3)**

Study of selected advanced topics in organizational behavior, human resource management, or strategic management. Topics may include career management, design of organizations, strategic human resource management, managing compensation, and international management. May be repeated once for credit when content varies. Prerequisite(s): B MGT 341 and 430.

**B MGT 481W Strategic Management (3)**

This capstone course develops an overall management viewpoint and integrates various specialized functions such as Marketing, Finance, Accounting, Management Information Systems, and Human Resource Management. Topics include industry analysis, global competitiveness, international management, strategies for adjusting to the social, political and economic environment, approaches for developing and implementing strategic plans in organizations, managerial values and ethics, and social issues in business. Prerequisite(s): senior standing in the School of Business and permission of the Office of Student Services.

**B MGT 483 Strategic Entrepreneurship (3)**

The central focus of this course is on developing business initiatives and crafting strategies for sustainable growth. Topics include entrepreneurial innovation; assessing viability of new venture strategies; developing and implementing tactical and strategic plans; and managing for continued growth and profitability. This course will include lectures, presentations by practitioners with distinctive experience and expertise, and a practicum that focuses on developing business concepts and/or solving business problems, marshaling resources, and creating strategic

plans for capitalizing on business opportunities. Prerequisite(s): B BUS 400, B FIN 404 and B MKT 440. Offered spring semester only.

**Courses in Marketing****T MKT 200 Social Media Marketing (3)**

Social media is now widely embraced around the world across several domains, be it social development, medicine, or business. The purpose of this course is to build a disciplined approach to understanding and harnessing social media so you can find some of the answers. Students will be required to keep-up with the latest trends and news in social media marketing. Does not yield credit toward the major in business administration or accounting or the minor in business. Prerequisite(s): admission to the Honors College.

**B MKT 310 Marketing Principles (3)**

Effective marketing policy is the key determinant of success in business. This course is designed to provide a broad-based foundation to the 4 Ps of marketing: product development, pricing, promotion, and places of distribution. In addition, students are exposed to marketing research, marketing strategy, Internet and global marketing, consumer and organizational behavior, retailing, and market segmentation.

**B MKT 312 Marketing Research (3)**

Understanding consumers is central to success in marketing. Marketing research is what marketers use in order to understand consumers. This course covers all aspects of marketing research process, including planning, design, collecting data, and analyzing data using SPSS or other statistical analysis software. Prerequisite(s): B MKT 310 and B ITM 220 or A MAT 108.

**B MKT 351 Consumer Behavior (3)**

The goal of this course is to provide a comprehensive understanding of (a) why consumers behave the way they do, (b) what factors influence such behavior, and (c) how consumers make decisions in the marketplace. Understanding consumer behavior serves as the foundation upon which advertising, sales promotion, product, packaging, pricing, distribution, and other aspects of marketing strategy are built. Prerequisite(s): B MKT 310 and B ITM 220 or A MAT108.

**B MKT 376 Global/International Marketing (3)**

This course extends marketing principles to the global arena. Through active participation and projects, you will learn about the problems of implementing a marketing mix globally and how to evaluate the social, legal, political, and ethical concerns in operating a global enterprise. Prerequisite(s): B MKT 310.

**B MKT 411 Marketing Strategy in Globalized Market Environment (3)**

This course discusses how marketers develop marketing strategies in a globalized market environment and provides students necessary tools to develop integrated marketing management strategies. Through active class discussions, case studies, and projects, students learn how to

evaluate global marketing environment and how to develop conventional and digital strategies applied to segmentation, targeting, positioning, and the marketing mix in a global context. Prerequisite(s): B MKT 310.

**B MKT 430/430Z Personal Selling and Sales Management (3)**

This course prepares students to enter business in the sales department and advance into management. It will cover the selling process, focusing on the concepts and tactics associated with consultative selling, the approach associated with business-to-business transactions. Also, the class will examine how managers build their organization through effective recruiting, training, and supervising. In-class exercises put concepts like team-building and negotiation into practice. Students learn about the very same practices that they face when entering the job market. Guest speakers and cases bring the topics alive and anchor discussion in the real world. Writing and presentation skills improve through practice and feedback. Prerequisite(s): B MKT 310.

**B MKT 432 Advertising: An IMC Perspective (3)**

Through projects and active participation in this course, you will learn how people receive and process messages; why some efforts work while others fail; how to integrate your efforts and target an audience through advertising, public relations, direct marketing, and information systems; how to assess communication options systematically and formulate integrated marketing communication plans; and how an integrated marketing communication plan can win and keep customers. Prerequisite(s): B MKT 351.

**B MKT 437 Business Marketing (3)**

This course provides an introduction to business-to-business marketing and the role played by advancing technology, including IT. Students learn the concepts and strategies behind supply chains, industrial purchasing, electronic business markets, strategic partnerships and networks, and cross-border business marketing. New advances in building business relationships are explored. Classes are action-oriented, involving case discussions, team presentations, and guest speakers. Prerequisite(s): B MKT 310.

**B MKT 440 New Venture/Product Development (3)**

Peter Drucker, in *Innovation and Entrepreneurship*, says that successful entrepreneurial businesses must systematically change the values and satisfactions customers obtain from a company's distinctive competencies and resources. In this course we implement this idea and guide students in developing actionable marketing plans for their new ventures and/or products. By the end of the course, students would have a clear understanding of the various issues relating to new venture/product development such as identifying and refining viable ideas and concepts, forecasting demand, business analysis, and designing and implementing successful marketing strategies for new ventures/products. Prerequisite(s): B MKT 310. Offered fall semester only.

**B MKT 450 Social Media Marketing (3)**

Marketing in social media has changed the dynamics of both B2B and B2C marketing. Today, social media campaigns are everywhere and marketers are actively pursuing social media plans in addition to conventional marketing planning. This course will introduce you to the world of social media marketing, with an emphasis on designing, implementing, and evaluating social media marketing programs. This course is open only to senior Business Administration Majors. Prerequisite(s): B MKT 310 and senior standing in the School Of Business.

**B MKT 460 Internet Marketing Strategy (3)**

In this course you will learn how to think and plan as a Web marketing manager. You will create an Internet strategy that builds on the strength of existing marketing programs, build a brand on the Web using techniques for Internet marketing strategy, recognize the situations in which a Web strategy will work, and make improvements to functioning sites that are not achieving expected results. Prerequisite(s): open only to senior School of Business majors who are pursuing a combined concentration in marketing.

**B MKT 480/480Z Selected Topics in Marketing (3)**

Intensive study of topics in marketing. Topics may include project management, new product development, management of innovation, use of microcomputers for marketing decisions, retailing, and industrial marketing. May be repeated for credit when topic differs. Prerequisite(s): open only to senior business administration majors. Permission of School of Business.

**Special Courses in Business****T BUS 160 A Non-Mathematical Introduction to the Theory of Games (3)**

An introduction to game theory in non-mathematical and non-technical terms. The seminar includes a hands-on component in that students play well-known games that game theorists have developed, and compare their strategies to the predictions of game theorists. Topics include optimal bidding strategies in auctions, and alternative voting schemes. Topics also include some practical applications of game theoretic models, such as why one should never sell a good used car, and why the popularity of new restaurants can change rapidly. Open to Honors College students only.

**B BUS 200 Selected Topics in Business (1–3)**

This course is devoted to selected topics in business, strategic management, career management, and/or organizational behavior. This course may be repeated for up to 6 credits when topic varies. Course does not yield liberal arts and sciences credit. Not open to freshmen. Prerequisite(s): A PSY 101, A SOC 115, or 3 credits of economics. *S/U* graded.

**B BUS 250 Business in Society (3)**

This course examines economic value systems and structures and their impact on society. Business fundamentals are examined particularly as they relate to the development of American

cultural values. The course will also analyze the relationship between literature, philosophy, sociology, psychology and successful business practices. Does not yield credit toward the Accounting or Business Administration majors. Prerequisite(s): A ANT 108 or A PSY 101 or A SOC 115.

**B BUS 300 Accounting and Communications (1)**

Theory, principles, and practices of effective written communications: correspondence, formal and informal reports, business memos, and letters. This course provides individual assessment with regard to how students might improve their written communications skills to meet the standards required by the accounting profession. Prerequisite(s): junior standing in the accounting major. Offered fall semester only.

**B BUS 400 Introduction to Entrepreneurship (3)**

This introductory course considers the antecedents and consequences of entrepreneurship. The tools you develop in this course will help you understand how and why a new venture is launched and how to make that effort successful. The class will also provide you with exposure to basic entrepreneurial and business skills in a format that encourages dialogue, develops critical thinking skills, and promotes self-awareness and personal development. You will also learn about the impact of entrepreneurship on the economy and society. By the end of the course, you will be able to critically evaluate opportunities, marshal resources, and understand how to manage a new venture. This is not a course consisting solely of the “nuts and bolts” of how to start your own business. You will also leave this course with a more thorough understanding of some of the key institutions supporting entrepreneurship and specific government initiatives/programs to stimulate entrepreneurial activity. You will also be knowledgeable about the salient issue of technology commercialization at universities, federal labs, and firms, especially the entrepreneurial dimensions of such activities. A key component of this course is spirited, informed class discussion. The quality of the course depends, to a large extent, on your input. If you are prepared to challenge the instructor and your classmates, the class will be a rewarding and enriching learning experience. To facilitate class discussion, short quizzes (in lieu of formal exams) will be given each week on the reading assignments. Prerequisite(s): B FIN 300 and B MKT 310. Offered spring semester only.

**B BUS 494 Multi-Cultural Work Environments (1)**

This is an independent study course that is open to international students whose internships will be in a country other than that of their citizenship or prior work experience. The goal is to promote an understanding of the cultural assumptions we bring to the work environment and the effects of cultural differences on organizational interactions and productivity. Students may register for the course after obtaining an internship offer and completing the application for the course. International students will obtain and process work authorization forms with the International Students Office. Final grade is dependent on completion of a 10 page paper describing the internship and its relationship to

the student's academic study. Can be repeated for credit up to 3 credits. Prerequisite(s): completion of at least 75 credits with a 3.25 cum GPA and a major in the School of Business. *S/U* graded.

**B BUS 495 Independent Study in Business I (1–3)**

Individual study plan in a selected area as approved by the instructor and the dean in conference with the student. Written and oral progress reports required. Prerequisite(s): open only to qualified students who have senior status in the School of Business. May not be repeated for credit. May not be used in the concentration. An application must be filed through the Office of Student Services, BB 201. *S/U* graded.

**B BUS 496 Independent Study in Business II (1–3)**

Advanced or expanded individual study plan in a selected area as approved by the instructor and the dean in conference with the student. Written and oral progress reports required. Prerequisite(s): B BUS 495. Open only to qualified students who have senior status in the School of Business. May not be repeated for credit. May not be used in the concentration. An application must be filed with the Office of Student Services, BB 201. *S/U* graded.

**B BUS 497 Internship in Business I (1–3)**

Internships involving off-campus participation in the work of an agency, institution, or corporate body other than the University, with collateral academic study. Prerequisite(s): contingent on the approval of a University at Albany School of Business full-time instructor willing to supervise the study and evaluate on-site reports of the student's progress. Approval of the Undergraduate Affairs Committee also required. Minimum cumulative GPA of 3.10. Open only to School of Business majors with a minimum of 75 completed degree credits who have completed the 300 level foundations courses. *S/U* graded.

**B BUS 498 Internship in Business II (1–3)**

Internships involving off-campus participation in the work of an agency, institution, or corporate body other than the University, with collateral academic study. Prerequisite(s): contingent on the approval of a University at Albany School of Business full-time instructor willing to supervise the study and evaluate on-site reports of the student's progress. Approval of the Undergraduate Affairs Committee is also required. Minimum cumulative GPA requirement is 3.10. Open only to School of Business majors with a minimum of 75 completed degree credits. Internship experience must be different from that of B BUS 497. *S/U* graded.

**B BUS 499 Honors Research and Thesis in Business (3)**

An intensive reading, research and writing course in a functional area of business. The course culminates with a 40 page, double-spaced honors thesis written under the supervision of a faculty member. Students will also have to present their findings to the faculty and administration. Final written thesis due on the last day of classes. Prerequisite(s): open only to juniors and seniors who have been admitted to the School of Business, have a minimum cumulative GPA of 3.50 and who have completed a total of at

least 75 degree credits. Visit the Office of Student Services, BB 201, for more complete details and the application materials. Research must be conducted in the student's concentration or accounting. *S/U* graded.

## Interdisciplinary Program in Financial Market Regulation

Financial markets are among the most important and dynamic systems in the world. Public and private regulators, financial services firms, law firms, and other organizations all play key roles in operating these systems effectively and ethically.

The University at Albany's Bachelor of Science in Interdisciplinary Studies with a faculty-initiated concentration in Financial Market Regulation provides a unique program that prepares students for professional work in the field or further study in graduate and law school.

The interdisciplinary minor in Financial Market Regulation complements majors such as Accounting, Business, Computer Science, Economics, Political Science, Public Policy and Management, and Sociology, introducing students to market regulation as part of their program at the University. While the interdisciplinary major and minor focus on financial market regulation, they also provide knowledge applying to diverse areas in the private, public, and nonprofit sectors. Students normally are able to combine studies in Financial Market Regulation, such as through a second major, with majors in Accounting, Business, Computer Science, and other related fields. Graduates have found such combined programs to be a major advantage in pursuing work in the business and regulation of financial markets.

Students pursuing the Interdisciplinary Studies major or minor study four areas:

- The business of financial markets
- The law of financial regulation
- The public policy issues underlying financial regulation and supervision
- The technology of information management and data analysis essential to modern business and regulatory systems

A recurring theme in the program is the importance of ethical considerations and issues. These include judgments confronted constantly by individuals, business, and regulatory organizations, such as distinguishing "aggressive" but permissible conduct from legal and regulatory violations.

Students in the FMR concentration take ten required courses, listed below. Students also choose a minimum of two courses from specified electives in accounting or information technology. Entry-level positions in the examination of financial institutions commonly require at least nine credits of accounting; thus students wanting to compete for such positions should select two electives in accounting to complement the required B ACC 211. In contrast, entry-level positions focused on market surveillance require detailed coursework on information technology. Advisors work with students to identify the appropriate mix of electives given students' career interests.

### Advisory Council

An Advisory Council of professionals in financial services, law, and regulation assists the Financial Market Regulation Program as part of the Institute for Financial Market Regulation, a joint initiative of the University at Albany, Albany Law School, and the professional community in financial market regulation and supervision. The Council members work actively with the University at Albany and Albany Law School to design course offerings, internship experiences, and other career services. The Advisory Council membership can be found at: [http://www.albany.edu/ifmr/advisory\\_council.php](http://www.albany.edu/ifmr/advisory_council.php).

### Internship Program for the Interdisciplinary Studies Major and Minor

Students in the Interdisciplinary Studies major with a faculty-initiated concentration in Financial Market Regulation or the minor in Financial Market Regulation are encouraged, but not required, to complete an internship, usually over the summer between the junior and senior years, in a regulatory organization, financial firm, law firm, or related organization. Employing organizations provide these internships on a competitive basis, and the participating academic units and the Advisory Council work with students to prepare them for the selection processes.

### Admission to the Interdisciplinary Studies Major and Minor

Students pursuing the Interdisciplinary Studies major with a faculty-initiated concentration in Financial Market Regulation or the minor in Financial Market Regulation

take a designated series of courses or appropriate substitutes approved by the Academic Program Advisor; the major has a minimum of 36 credits of coursework and the minor has a minimum of 21 credits. Students should apply for admission to the major or minor by contacting the Academic Program Advisor.

To be admitted to the major or minor, students must have an overall grade point average of 3.25. They also must have completed the 200-level courses in accounting, computer science, information technology, and regulatory policy for the major (B ACC 211; I CSI 105 or I CSI/I CEN 201; B ITM 215 and B FIN/R PAD 236) and for the minor (B ACC 211; I CSI 105 or I CSI/I CEN 201; and B FIN/R PAD 236) with an average of 3.00 (*B*) or better.

Students should apply to the major after completing at least three of the four specified lower-level courses, though a final decision on admission will be made only after completion of all four. Students should apply to the minor after completing at least two of the three specified lower-level classes, and a final admission decision will be made only after completion of the third. At the time of application, and also at admission, the student's overall GPA must be 3.25 or better, with an average of 3.00 or better in the specified lower-level classes. Admitted students also should have completed at least 56 credits toward graduation. Students must maintain their 3.25 until at least the end of their junior year (sixth semester) in order to retain their status in the major and minor.

Because of the requirement of a 3.00 average in specified lower-level courses, candidates for the major must take the lower-division classes used to fulfill admissions requirements on a graded (not *S/U*) basis. Similarly, candidates for the minor must take the required lower-level courses noted above on a graded basis.

While B ITM 215 (Information Technologies for Business) is not required for the minor, B ITM 215 is required for certain courses in the program and for effective work in the field. Thus, students should take B ITM 215 as early as possible as part of their preparation for the major or minor. For additional information about the minor, see the Bulletin section 'Approved Minors.'



**Degree Requirements:  
Bachelor of Science in  
Interdisciplinary Studies with  
a faculty-initiated concentration  
in Financial Market Regulation**

A minimum of 36 credits, as follows:

**Business and Finance**

- B ACC 211 Financial Accounting
- B FIN 300 Financial Management
- B FIN 301 Corporate Financial Policy  
and Strategy
- B FIN 333 Investment Management
- B FIN 375 Money and Capital Markets

**Public Policy and Law**

- B FIN/R PAD 236 Institutions and Policy  
in Business Regulation
- B FIN/R PAD 435 Law in Financial  
Market Regulation
- B FIN 439/R PAD 436 Technology  
in Financial Market Regulation

**Information Management  
and Data Analysis**

- B ITM 215 Information Technologies  
for Business
- I CSI 105 Computing and Information  
or I CSI/I CEN 201 Introduction to  
Computer Science

**Electives in Accounting  
or Information Technology**

*Choose at least two courses from the list below,  
or approved substitutes, in consultation with  
advisors:*

- B ACC 313 Financial Statement Analysis
- B ACC 461 Auditing
- B ITM 330 Improving Business  
Performance with Information  
Technologies
- (Students normally will need to take  
A MAT 106 and A MAT 108 or A ECO  
320 or other equivalent class in statistics  
as prerequisites for B ITM 330.)
- B ITM 331 Database Applications for  
Business
- B ITM 416 Communications,  
Networking, and Security

**Department Contact:**

Chair, Finance Department

# School of Criminal Justice

## Faculty

### Dean

William Alex Pridemore, Ph.D.  
University at Albany

### Distinguished Professors

Alan Lizotte, Ph.D.  
University of Illinois  
Colin Loftin, Ph.D.  
University of North Carolina  
at Chapel Hill

### Distinguished Teaching Professors

James R. Acker, Ph.D. (Collins Fellow)  
University at Albany  
David McDowall, Ph.D.  
Northwestern University

### Professors Emeriti

David H. Bayley, Ph.D.  
Princeton University  
Fred Cohen, LL.M.  
Yale University  
David E. Duffee, Ph.D.  
University at Albany  
Graeme R. Newman, Ph.D.  
University of Pennsylvania  
Terence P. Thornberry, Ph.D.  
University of Pennsylvania  
Hans H. Toch, Ph.D.  
Princeton University

### Professors

Frankie Bailey, Ph.D.  
University at Albany  
Greg Pogarsky, Ph.D.  
Carnegie Mellon University

### Associate Professors

Megan Kurlychek, Ph.D.  
Pennsylvania State University  
Dana Peterson, Ph.D.  
University of Nebraska at Omaha  
Justin Pickett, Ph.D.  
Florida State University  
Alissa Pollitz Worden, Ph.D.  
University of North Carolina  
at Chapel Hill  
Robert E. Worden, Ph.D.  
University of North Carolina  
at Chapel Hill

### Assistant Professors

Evelien Hoeben, Ph.D.  
Netherlands Institute for the Study  
of Crime and Law Enforcement  
and VU University Amsterdam  
David Hureau, Ph.D.  
Harvard University  
Cynthia Najdowski, Ph.D.  
University of Illinois at Chicago

Theodore Wilson, A.B.D.  
University of Maryland

*Adjuncts (estimated): 7*

*Teaching Assistants (estimated): 10*

Well-founded judgments and prudent policy choices about crime and justice require an understanding of crime, criminal behavior, criminal justice processes, and the law. The study of criminal justice at the University at Albany is concerned with these phenomena. The faculty are drawn from several academic disciplines, including criminal justice, public policy, sociology, psychology, political science, and law, and its members are nationally and internationally recognized for their research on delinquency, violence, sentencing, policing, capital punishment, and other topics. The School of Criminal Justice offers graduate programs that lead to the degrees of Master of Arts and Doctor of Philosophy, and which are widely regarded as among the best in the nation.

The baccalaureate program is a multidisciplinary liberal arts curriculum intended to develop students' capacities to think critically, communicate effectively, and engage in reasoned problem-solving. Majors are urged to take additional courses in the social sciences, humanities, and mathematics. Criminal justice majors acquire knowledge of (1) the nature, incidence, explanations, and individual and social consequences of crime and criminal behavior, (2) criminal justice process, including the social, psychological, organizational, and political influences on the discretionary decisions of criminal justice actors, and the effectiveness, equity, and responsiveness of criminal justice policy, (3) the law and its application to criminal justice, and (4) social science methodology. The School's graduates go on to graduate or professional education or directly into positions with criminal justice or related agencies.

## Admission to the Criminal Justice Major

Students who meet the following qualifications are guaranteed admission into the criminal justice major.

- Achieved a cumulative GPA of 3.20 or higher following completion of at least 56 credits (of which 30 credit hours must be taken at the University at Albany).

- Earned a grade of *B* or better in two of the following courses: R CRJ 201, 202, or 203 or equivalents.
- Completed the statistics and research methods classes required of majors (R CRJ 281 and 282, or equivalents) with a grade of *B* or better.

Even those students who qualify for guaranteed admission must complete an application.

## Application into the Criminal Justice Major

Students who do not meet the conditions for guaranteed admission into the major can still apply for admission. However, it is important to note that criminal justice is a restricted major with limited enrollment. Applications for admission to the criminal justice major are reviewed by the School's Undergraduate Admissions Committee.

Applicants must have completed at least 42 graduation credits prior to application and 56 credits at the time of admission, and they must have earned a *B* or higher in R CRJ 201, 202, or 203 (or A SOC 203).

Some of the factors considered during application review include:

- Overall grade point average.
- Breadth and quality of liberal arts background. The committee will view favorably students who have strong records in history, mathematics, English, languages, and/or natural sciences.
- Student's Written Statement of reason for seeking to undertake a criminal justice major.

## Degree Requirements for the Major in Criminal Justice

**General Program B.A.:** The major in criminal justice requires a minimum of 36 credits distributed as follows:

- R CRJ 201: Introduction to Criminal Justice;
- R CRJ 202: Introduction to Law and Criminal Justice;
- R CRJ 203 (or A SOC 203): Criminology;
- 3 credits of statistics, either R CRJ 281, A SOC 221, A PSY 210, or A MAT 108;

- 3 credits in research methods, either R CRJ 282, A SOC 220, or A PSY 211;
- One 400 level, writing intensive senior Capstone Seminar (R CRJ 4\*\*Z);
- 16–18 additional credits from any 300 or 400 level criminal justice courses and/or A SOC 283

*Students are also advised that only one of R CRJ 203 and A SOC 203 may be taken for credit.*

### Combined B.A./M.A. Program

The combined B.A./M.A. program in criminal justice provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of undergraduate and master's degree programs from the beginning of the junior year.

The combined program requires a minimum of 144 credits, of which at least 33 must be graduate credits. In qualifying for the B.A., students must meet all university and college requirements, including the requirements of the undergraduate major described previously, the minor requirement, the minimum 90 credit liberal arts and sciences requirement, the general education requirements and residency requirements. In qualifying for the M.A., students must meet all university and college requirements as outlined in the Graduate Bulletin, including completion of a minimum of 33 graduate credits and any other conditions such as a research seminar, thesis, comprehensive examination, professional experience and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.A. programs.

Students may be admitted to the combined degree program at the beginning of the junior year, or after the successful completion of 56 credits. A cumulative grade point average of 3.20 or higher and three supportive letters of recommendation from faculty are required for consideration (but do not guarantee admission). Students will be admitted upon the recommendation of the Graduate Admissions Committee of the School.

### Honors Program in Criminal Justice

The honors program in criminal justice is designed to provide undergraduate students with the opportunity for more complete training in research and writing than is normally available in the general undergraduate program.

**Honors Program Curriculum:** The major of Criminal Justice with Honors is a 36 credit program.

#### Junior Year — Fall Semester:

Students who have been admitted to the program may elect to begin taking courses that will be applied to the required 12 honors credits of coursework that will count in the electives requirement of the major.

During this semester students may elect to take:

- a. A writing intensive course with a special honors section — OR
- b. One of the two honors theory courses (R CRJ 470 or 471) — OR
- c. Other courses proposed and approved by the faculty

These classes can be taken at any time subsequent to the honors admission.

#### Junior Year — Spring Semester:

All students in the cohort will take a 3 credit “Great Ideas in Criminal Justice” course (R CRJ 490). This course will include a series of lectures by faculty members in the School of Criminal Justice. The course will provide the incoming honors students with the opportunity to meet faculty and to learn about the research being conducted in the School.

#### Senior Year:

Students will select either the Independent Senior Thesis (R CRJ 482/492) or the Topical Senior Research (R CRJ 481/491) track of the Honors Program. Each track will be 6 credits over two semesters.

Students in both tracks will complete a thesis by April 15 of the senior year. This thesis will be reviewed by the committee created for this purpose. In order to graduate with honors in the major, the student's thesis project must be approved.

### Admission to the Criminal Justice Honors Program

Students can apply to the honors program in the second semester of the sophomore year or the first semester of the junior year. Minimum requirements for admission include Criminal Justice as a declared first major, an overall GPA not lower than 3.25 and a Criminal Justice GPA not lower than 3.50. Additionally, to remain in the honors program, all honors students must maintain a 3.50 GPA in the major.

## Courses in Criminal Justice

### R CRJ 201 Introduction to the Criminal Justice Process (3)

Analysis of the decisions made in the process whereby citizens become suspects, suspects become defendants, some defendants are convicted and in turn become probationers, inmates and parolees. Analysis of operational practices at the major criminal justice decision stages. Analysis of innovative programs and the dilemmas of change in policing, diversion, court administration, sentencing, and community correctional programs. T CRJ 201 is the Honors College version of R CRJ 201. Only one version may be taken for credit.

### T CRJ 201 Introduction to the Criminal Justice Process (3)

Analysis of the decisions made in the process whereby citizens become suspects, suspects become defendants, some defendants are convicted and in turn become probationers, inmates and parolees. Analysis of operational practices at the major criminal justice decision stages. Analysis of innovative programs and the dilemmas of change in policing, diversion, court administration, sentencing and community correctional programs. T CRJ 201 is the Honors College version of R CRJ 201. Only one version may be taken for credit. Open to Honors College students only.

### R CRJ 202 Introduction to Law and Criminal Justice (4)

Students will study judicial decisions involving constitutional and other legal issues relevant to criminal justice, including the government's power to define conduct as criminal, procedural rights, defenses, the rights of juveniles, and punishment. In addition to class meetings, students will enroll in a discussion section where they will engage in legal writing and moot court exercises.

### R CRJ 203 (= A SOC 203) Criminology (3)

Introduction to the study of crime, including the development of criminal law, the relationship between crime and social structure, and the individual and social causes of crime. Only one of A SOC 203, A SOC 381, R CRJ 203, or T CRJ 203 can be taken for credit. Prerequisite(s): A SOC 115.

### T CRJ 203 Criminology (3)

Introduction to the study of crime, including the development of criminal law, the relationship between crime and social structure, and the individual and social causes of crime. Only one of A SOC 203, A SOC 381, R CRJ 203, or T CRJ 203 can be taken for credit. Open to Honors College students only.

### R CRJ 281 Introduction to Statistics in Criminal Justice (3)

Provides an introduction to statistical methods useful for analyzing the types of data most often encountered in criminal justice research, and it is intended primarily for criminal justice undergraduates. The course has a “practitioner” orientation, emphasizing how to understand and use statistics rather than how to create them.

A variety of widely used statistical methods will be considered, including descriptive statistics, correlation and regression, hypothesis testing (inferential statistics), and contingency tables. A working knowledge of high school algebra will be assumed. May not be taken for credit by students with credit for A SOC 221.

### **R CRJ 282 Introduction to Research Design in Criminal Justice (3)**

The practical aspect of doing theoretically informed criminological research. The course should provide students with 1) the methods of research available to criminologists, 2) the connection between theory and data, and 3) how to make criminological sense out of a body of data. It will cover a variety of design issues, methodological issues and analytic techniques. The techniques provide a springboard for the discussion of important methodological issues: the relationship between theory and data, the logic of inference, causality, data collection, model specification, standardized versus unstandardized data and many others. Prerequisite(s): R CRJ 281.

### **T CRJ 286 Wrongful Convictions (3)**

This course is designed to offer an overview of wrongful convictions for honors students. Students will examine the prevalence of wrongful convictions, how wrongful arrests and convictions occur (contributing factors), how the criminal justice system responds (through court decisions, legislation, and administrative initiatives), and how legal decisions affect the direction of scientific research and vice versa. This is an interdisciplinary honors course for students who are interested in criminal justice, psychology, and legal issues. Open to Honors College students only.

### **R CRJ 302 Punishment and Corrections (3)**

Interdisciplinary review of the history of criminal punishment, analyzing the main changes that have occurred and their causes. Examines the dominant justifications used for punishing offenders, such as deterrence, retribution and rehabilitation. Special attention is given to the implications of the different justifications of punishment for current penological practice such as prison, jail, probation, parole, other alternative ways of dealing with offenders and sentencing. Reform is then discussed within this historical and interdisciplinary context. Prerequisite(s): R CRJ 201 or 203.

### **R CRJ 308 Juvenile Justice Administration (3)**

The law of juvenile delinquency and the administration of the juvenile justice system. Examines the historical development of the concept of delinquency, the special status of juveniles before the law and juvenile justice procedural law. Considers the structure and operations of the major components of juvenile justice systems and contemporary reform efforts in juvenile justice. Examines recent developments in law reform concerning delinquency and dependency, along with change and reform in the youth corrections systems. Prerequisite(s): R CRJ 201, or junior or senior standing.

### **R CRJ 310 Policies of Crime in Heterogeneous Societies (3)**

This course examines the implementation of policies of crime control in heterogeneous societies, with concentration on the United States. Criminal and distributive justice is explored. The effects of crime control measures across racial and ethnic groups are then examined.

### **R CRJ 320 Problem Oriented Policing (3)**

This course reviews the history of problem oriented policing (POP) and its role as a modern policing strategy in America and internationally. The precursors to POP such as Community Oriented Policing and different policing styles and strategies are reviewed, and their special relationships with POP analyzed. The role of problem solving in everyday policing and how it may or may not differ from POP is examined. The student will learn how to specify problems so that the appropriate police responses may be identified. Using the scientific approach of SARA, ways of assessing the effectiveness of police responses and interventions to specific problems are demonstrated. Prerequisite(s): junior or senior standing.

### **R CRJ 325 Crime Analysis for Problem Solvers I (3)**

This course, the first in the sequence of two courses on Crime Analysis for Problem Solvers, provides a basic knowledge of problem-oriented policing and the related fields of environmental criminology and situational crime prevention. Rather than examining the techniques of mapping and other statistical procedures commonly used to study crime, this course focuses on specific crime problems and their solutions in a way that informs how better to use those important tools of analysis. The early sections of the course explain how to take a more proactive approach to crime analysis. Most crime analysts employed in police departments have a reactive role. This course will show how to take the initiative at every stage of the project in defining the scope of the problem-solving effort, in trying to analyze the causes of the problem, in helping to find an effective response, and in setting up the project so that it can be evaluated and the police can learn from the results. In this course, Scanning and Analysis of the SARA model of approaching crime problems are reviewed. Prerequisite(s): junior or senior standing.

### **R CRJ 326 Crime Analysis for Problem Solvers II (3)**

This course continues R CRJ 325, Crime Analysis for Problem Solvers I. It shows how to take the initiative at every stage of defining the scope of a problem-solving effort, analyzing the causes of the problem, helping to find an effective response, and how to shape the role of crime analysts in a police department. As with the first course in this sequence, this course is not about the techniques of mapping and other statistical procedures commonly used to study crime, but rather challenges the student to think about crime problems and their solutions in a way that informs how better to use those important tools of analysis. The crime analyst learns how to become an integral member of a problem-solving team, how to explore sources of information

and data well beyond those normally collected by police, and how to communicate effectively with other members of a police department. In this course, Response and Assessment of the SARA model of approaching crime problems are reviewed. Scanning and Analysis are covered in the first course of this sequence. Prerequisite(s): R CRJ 325 and junior or senior standing.

### **R CRJ 351 Policing in a Free Society (3)**

Introduction to the study of the local police in the United States, which provides the basis for a continuing study of policing. Also for the individual whose concern is to be an informed citizen dealing effectively with the problems which policing in America does raise. Policing is seen from three perspectives: the police-officer-citizen interaction, the agency-community relationship, and the legal and ethical questions of policing in a democratic society. Considers the background of policing, the problems it must meet in the future, the police task, the major kinds of police work, and the system relationships that tie the police to the community and the criminal justice system. Prerequisite(s): junior or senior standing.

### **R CRJ 353 (= R POS 363) American Criminal Courts (3)**

Examines the organization and operations of state and local criminal court systems from the perspective of social science research and public policy analysis. Major issues include: the role of courts in American society; bail and pre-trial procedures; the roles and decisions of prosecutors, judges and the defense bar; selection and operation of grand juries and trial juries; sentencing of criminal defendants; and others. The operations of juvenile and adult courts are compared, and efforts directed toward court reform are assessed. Prerequisite(s): junior or senior standing.

### **R CRJ 393 Mapping for Criminal Justice (3)**

This course provides students with an introduction to the theory and techniques associated with collection, display, analysis, and storage of geographic data in the criminal justice environment. Lectures focus on the use of Geographic Information Systems (GIS) to analyze criminal justice data while laboratory and project based methods expose students to a variety of GIS applications in criminal justice.

### **R CRJ 399 Seminar in Criminal Justice (3)**

Covers a variety of topics in the criminal justice system. Content varies with each offering. May be repeated for up to 12 credits when content varies.

### **R CRJ 401 Crime Deviation and Conformity (3)**

Crime and criminal behavior is viewed as one of the many forms of deviation from political, moral and conduct norms of the majority culture. Studies the parallel genesis of crime and other parallel forms of deviance, and the relationship between some forms of deviance (such as mental illness and political extremism) and some forms of criminality. Studies the forces that produce conformity and indirectly promote deviation. Prerequisite(s): R CRJ 203.

**T CRJ 401 Crime Deviation and Conformity (3)**

Crime and criminal behavior is viewed as one of the many forms of deviation from political, moral and conduct norms of the majority culture. Studies the parallel genesis of crime and other parallel forms of deviance, and the relationship between some forms of deviance (such as mental illness and political extremism) and some forms of criminality. Studies the forces that produce conformity and indirectly promote deviation. T CRJ 401 is the Honors College version of R CRJ 401Z; only one version may be taken for credit.

**R CRJ 404 Crime and the Mass Media (3)**

This course examines the interrelationships between crime, criminal justice, and the mass media. It explores the history of these linkages, the research, and the current issues. The possible impact of media images of crime and criminal justice on individuals, groups, and public policy is examined. Prerequisite(s): R CRJ 201 or 203; junior or senior standing, or permission of instructor.

**R CRJ 405 Drugs, Crime, and Criminal Justice (3)**

This course examines the extent of illicit drug use and drug dealing in the United States; the impact of illicit drugs on individuals, communities, and the criminal justice system; correlates of and influences on illicit drug use; and the connections between illicit drug use and other forms of criminal behavior. Efforts to reduce the supply of and demand for illicit drugs, including street-level law enforcement, military intervention, education, treatment, and drug testing are reviewed. Legal issues in drug policy, including the drug legalization debate, are considered. Prerequisite(s): R CRJ 201 or 203; or permission of instructor, or junior or senior standing.

**R CRJ 406 Policing Terrorism (3)**

This course reviews and analyzes terrorism from a local policing perspective. It examines the responsibility and role of local police in counter terrorism activity and how local police can take steps to protect their communities. Police must be ready for that rare attack should it happen, but at the same time maintain an environment of normality by incorporating counter terrorism activities into the regular day to day practice of policing. The course shows that terrorism is but another form of crime and can, for the most part, be treated by police as a problem to be solved just like any other crime, such as bank robberies, burglaries or murders. The fields of situational crime prevention and problem oriented policing are applied to the overall analysis of terrorism, emphasizing the preventive role of local police in protecting communities and working with Homeland Security. Prerequisite(s): junior or senior standing.

**R CRJ 408 Ideology and Crime (3)**

The nature of ideology; the relevance of a wide range of political theories to the exploration of crime; the comparative influence of various ideologies upon criminological research; the paradigmatic view of science in relation to research in criminal justice; the problem of objectivity; the problem of progress; the role

of the criminologist as researcher and practitioner; an introduction to the ideology of law. Prerequisite(s): R CRJ 203.

**R CRJ 411 The Community and Corrections (3)**

Examines the relationship between the community and the correctional system, focusing on the relationships between prisons and the community as well as community-based alternatives to incarceration. The historical development of major correctional programs based in the community is examined, as is the current philosophy of community corrections. Questions about the effectiveness of community-based correctional alternatives are also considered. Prerequisite(s): R CRJ 201 or 302.

**R CRJ 412Z Incarceration (4)**

Provides an analysis of the historical development, organization and administration of correctional institutions. Social control processes within prisons are considered, as are policy dilemmas posed by "special category" inmates who require innovative and specialized intervention. Examines current topics such as overcrowding and its effects on institutional functioning, prison construction, disturbances and others. Prerequisite(s): R CRJ 201 or 302.

**R CRJ 413 Victims of Crime (3)**

Examination of the multifaceted problem of crime victimization. Focuses on the incidence of criminal victimization, social characteristics of crime victims, the treatment of the victim in the criminal justice system, and efforts designed to alleviate the consequences of criminal victimization and provide support to victims. Prerequisite(s): R CRJ 203.

**R CRJ 414Z Order and Disorder in Society (4)**

An examination of problems of social control in different cultural settings and historical epochs. Students gain insight into the variety of solutions that have been devised for the problems of crime and disorder and thereby begin to understand the potentialities as well as the constraints in social ordering. Key questions addressed are: what kinds of disorder problems did a particular society face?, and what was the preferred solution adopted? Reading will be historical, literary, and social scientific. Prerequisite(s): junior or senior standing.

**R CRJ 416Z Current Issues in Delinquency (4)**

This course examines a number of current issues in the field of juvenile delinquency research including causes of delinquency, the nature of delinquent careers and the effectiveness of efforts to prevent and treat delinquency. Emphasis is placed on analyzing recent developments in the area and, since it is a writing intensive course, presenting written critiques of the research. Prerequisite(s): R CRJ 201 or 203.

**R CRJ 417 Cross-National Crime (3)**

The purpose of this course is to describe and understand geographic and temporal variations in the amounts and types of crime across countries. Students will critically examine the data, methods, and theories used to measure and explain crime across nations and over time.

**R CRJ 418 Information Use and Misuse in Criminal Justice (3)**

The information technology revolution has had a large impact on the criminal justice system. This course will use contemporary examples to explore the ways in which criminal justice information is used for different purposes and to examine some common mistakes made when interpreting such information.

**R CRJ 420Z Communities and Crime (4)**

Why do some neighborhoods have higher rates of crime than others? In addressing this question, this course will examine a range of criminological and sociological theories of crime, paying particular attention to the ecological, socio-structural, and cultural aspects of urban neighborhoods. The class will interrogate how community structure influences crime, how crime affects communities, and how communities and crime both shape, and are impacted by, public policy. Major topics will include: mass incarceration, policing and police community relationships, immigration and crime, and street violence. Prerequisite(s): junior or senior standing.

**R CRJ 423 Student Legal Services Internship Seminar (4)**

Interns work in the Legal Service Office on campus under the supervision of a practicing attorney gaining valuable first-hand experience with the legal process. Interns must take R CRJ 424 or 425 during the fall semester. During the spring semester participation in a weekly seminar covering various areas of substantive law is required in addition to office hours. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. Prerequisite(s): R CRJ 424 or 425, and permission of instructor.

**R CRJ 424 Introduction to Substantive Criminal Law (3)**

The general principles of substantive criminal law studied through analysis of judicial opinions, text, and where appropriate, social science research. Principles such as mens rea, causation, harm, and actus reus are of recurring importance. They are considered both in the context of the definition of substantive criminal offenses, such as murder, assault and conspiracy, and with respect to such defenses as insanity, duress, self-defense, mistake of fact or law, and others. Prerequisite(s): junior or senior standing.

**R CRJ 425 Introduction to the Law of Criminal Procedure (4)**

The study of judicial opinions provides the opportunity for students to become familiar with fundamental principles and rules of constitutional criminal procedure, and their application within specific factual settings. Where relevant, textual materials and social science research bearing on the legal issues are considered. Anticipated topics include: the functioning of the adversarial system of proof, including the respective obligations and duties of prosecuting attorneys and criminal defense lawyers; the fifth amendment and compulsory self-incrimination

issues; the fourth amendment and the law of search and seizure; issues in capital punishment; and other, related matters. Prerequisite(s): junior or senior standing.

#### **R CRJ 426 Moot Court (4)**

This class involves preparing for and participating in the American Collegiate Moot court Association (ACMA) Eastern regional Qualifying Tournament. Students will study judicial decisions covering issues related to the hypothetical case that is the subject of the AMCA competition, construct arguments addressing the issues, and orally present those arguments consistent with rules governing the moot court tournament. *S/U* graded.

#### **R CRJ 430Z Children, Psychology and Law (3)**

Special issues arise when children enter the legal system, issues that receive a considerable amount of attention from psychological researchers. In this course, you will learn about psychological research investigating a number of those issues, particularly the nature of and societal response to child maltreatment, the reliability of children's eyewitness testimony, juvenile justice, legal decision makers' perceptions of children, and unique concerns related to juvenile sex offenders and other special topics. We will focus on how psychological research and the use of psychological theories can contribute to a better understanding of the issues, how the legal system can be informed by the results of research, and how to design future research to address remaining questions. Prerequisite(s): junior or senior standing.

#### **R CRJ 431Z The Psychology of Juries (4)**

The jury is praised by some as an important symbol of democracy, yet sharply criticized by others as incompetent and biased. This course uses a psychological perspective to evaluate claims about the strengths and limitations of the contemporary jury. This course explores the work of legal scholars, psychologists, and other social scientists who have studied the jury in depth. Questions that will be addressed include: What are barriers to jury service? Do juries represent all segments of their communities? Can lawyers stack a jury in their favor? How do jurors use trial evidence and legal rules to decide verdicts or which defendants should be sentenced to death? Are jurors influenced by the "CSI effect"? What should judges do about jurors' use of the internet and social media? The course focuses on how psychological theories and research can shed light on these issues, how the legal system can be informed by the results of research, and how to design future research to address remaining questions. Theories and methods from many subdisciplines of psychology will be featured. Prerequisite(s): junior or senior standing.

#### **R CRJ 442Z Contemporary Issues in Policing (4)**

American policing is frequently a subject of controversy, typically revolving around the use and (actual or perceived) abuse of police authority. This course examines these issues through

an examination of social scientific research on the use and abuse of police authority and the organizational, programmatic, and environmental forces that shape police performance. Prerequisite(s): R CRJ 201 and junior or senior standing.

#### **R CRJ 450Z Street-Level Bureaucracy (4)**

Criminal justice agencies, welfare agencies, schools, and some other public agencies constitute a class of organizations known as street-level bureaucracies. This course examines the work performed by street-level bureaucrats, the structural properties that street-level bureaucracies have in common, and the administrative problems in which these properties result. Prerequisite(s): R CRJ 201.

#### **R CRJ 451Z The Science of Murder (4)**

This course is a survey of scientific research and theory on the social causes of homicide. By focusing on a single offense, the course addresses issues of both criminology and criminal justice. Topics covered include patterns and trends in homicide, theories of the causes of homicide, and the logic of causal arguments.

#### **R CRJ 452Z Economics & Crime (4)**

This course is intended for advanced criminal justice majors and others interested in economics and crime. The course will survey the contribution of economists to the study of crime, and explicitly asks how this contribution expands and/or contradicts research in criminology.

#### **R CRJ 455Z Violence in American Literature (4)**

This course examines the depiction of violence in American literature, focusing on narratives produced by writers from the 19<sup>th</sup> century to the present. The course will discuss how the production of culture by the literary artist differs from the creation of knowledge by the social scientist. Course includes examining the extent to which literary images of crime and justice resemble and differ from those found in social science literature.

#### **R CRJ 470 Advanced Theories of Crime (3)**

Theories of crime causation ranging through biological, psychological, sociological, cultural, and political theories, giving close attention to the problems inherent in approaching the study of crime from a "causes of crime" perspective. Developed around key concepts used in theories of crime (e.g., responsibility, rationality), emphasizing the multidisciplinary source of these concepts, how they are changed when applied to criminological theory, and their importance for understanding the present state of criminological theory. Prerequisite(s): permission of instructor, for Honors majors only.

#### **R CRJ 471 Theoretical Foundations of CRJ (3)**

This course introduces students to theoretical work on criminal justice process and policy, from multiple disciplinary perspectives. Topics discussed include theoretical approaches to studying individual, organizational, system, and political behavior. Emphasis is placed on the

practical utilization of theory to inform development of research problems and agendas. Prerequisite(s): permission of instructor, for Honors majors only.

#### **R CRJ 481 Honors: Topical Senior Research (3)**

This course is the first in a two-semester sequence of courses required to fulfill the requirements of the honors program in criminal justice. R CRJ 481 is designed to involve undergraduate honor students in exploring research opportunities in a continuing research project. The course will introduce students to a specific problem in the field through evaluation of current literature and research. Students will be expected to develop their own research question and proposal by the conclusion of the term. Prerequisite(s): permission of instructor, for Honors majors only.

#### **R CRJ 482 Honors: Independent Senior Thesis (3)**

This course is designed for students pursuing individual research projects with faculty to complete the Honors Thesis requirement. The course is the first of a two part sequence and should be utilized by students to explore a problem in the field through evaluation of current literature and research. Additionally, students in this course will also participate in bi-weekly cohort/thesis meetings to discuss their various projects. Prerequisite(s): permission of instructor, for Honors majors only.

#### **R CRJ 490 Honors: Theory and Research (3)**

This course is designed to introduce undergraduate students to advanced Criminal Justice theory and research. Specifically this course aims to introduce students to the various research projects with which the faculty is involved and to assist them in preparing for their own senior honors research projects. Students may not take both R CRJ and A SOC 488 for credit. Prerequisite(s): permission of instructor; for Honors majors only.

#### **R CRJ 491 Honors: Topical Senior Research (3)**

This course is the second in a two-semester sequence of courses required to fulfill the requirements of the honors program in criminal justice. R CRJ 491 is designed to involve undergraduate honor students in conducting their own research project. After review a current problem in the field (R CRJ 481), students will design and execute their own research proposals that address a gap in the literature. The class size will be limited to maintain a seminar-like dynamic that is valuable to student's intellectual development and mastery of the material. Prerequisite(s): permission of instructor, for Honors majors only.

#### **R CRJ 492 Honors: Independent Senior Thesis (3)**

This is the second course in a two part sequence. During this semester the student will finish conducting their research and write their thesis. During this term students will be working solely with their faculty mentors to complete the honors thesis. Prerequisite(s): permission of instructor, for Honors majors only.

**R CRJ 493 Seminar in Applied Criminal Justice (3)**

This course is a biweekly seminar in which analysis of the field placement (R CRJ 494) and related issues will take place. Corequisite(s): R CRJ 494. Prerequisite(s): only open to criminal justice majors with senior standing and an overall grade point average of 2.50 or higher; one relevant upper division course and permission of department required.

**R CRJ 494 Internship in Criminal Justice (3)**

The field experience requires both a minimum of 15 hours/week in an approved Capital District community placement that will engage the student in the study of crime and/or criminal justice policy and programs. Also, participation in a biweekly seminar in which analysis of the field placement and related issues will take place. Corequisite(s): R CRJ 493. Prerequisite(s): only open to criminal justice majors with senior standing and an overall grade point average of 2.50 or higher; one relevant upper division course and permission of department required. *S/U* graded.

**R CRJ 495 Special Topics in Criminal Justice (2–3)**

This variable credit (2–3) course examines specialized topics in criminal justice. Topics may vary from semester to semester. May be repeated when content varies. Differential credit is awarded according to requirements defined by instructor. Prerequisite(s): R CRJ 201 or 203, and junior or senior standing; or permission of instructor.

**R CRJ 496Z Special Topics in Criminal Justice (4)**

Intensive examination of specialized topics in criminal justice. Topics may vary from semester to semester. May be repeated when subject matter differs. Prerequisite(s): R CRJ 201 or 203; or permission of instructor, or junior or senior standing.

**R CRJ 497 Special Topics in Criminal Justice (3)**

Intensive examination of specialized topics in criminal justice. Topics may vary from semester to semester. May be repeated for credit when content varies. Prerequisite(s): R CRJ 201 or 203; or permission of instructor, or junior or senior standing.

**R CRJ 498 Independent Study in Criminal Justice (1–3)**

Independent study or research on selected topics in criminal justice under the direction of a faculty member. The student is responsible for locating a faculty member who is willing to direct the independent study. May be repeated for credit but no more than 6 credits may be accumulated. Prerequisite(s): permission of instructor and undergraduate program director, and junior or senior standing. *S/U* graded.

**R CRJ 499 Senior Seminar in Criminal Justice (3)**

Covers a variety of topics in the criminal justice system. Content varies with each offering. May be repeated for up to 9 credits when content varies. Prerequisite(s): R CRJ 201 or 203, or permission of instructor. *S/U* graded.

# School of Education

## Office of the Dean

*Interim Dean*  
Jason E. Lane

*Associate Dean for Academic Advancement*  
Bruce Saddler

*Assistant Dean for Personnel and Planning*  
Alison Ciesielski Olin

*Assistant Dean for Academics and Assessment*  
Christine Smith

(518) 442-4988

Drawing on its rich tradition of excellence, the School of Education's mission is to enhance learning and human development, in and out of classrooms, and across the life span. The School seeks to advance knowledge about the full spectrum of challenges in learning, development, behavior, and adaptation.

The School of Education brings multi-disciplinary expertise to bear on policy and practice about the changing needs of students, professionals, and educational systems, locally, nationally, and across the globe. We view questions of theory, research, practice, and policy as complementary and interrelated, and from this perspective, seek to:

- Discover innovative research-based knowledge and solutions for the problems facing individuals, families, professionals, and educational systems;
- Prepare outstanding professionals for classrooms, schools, communities, higher education, and policy forums;
- Produce rigorous scholars to carry out the next generation of discovery and innovation; and
- Provide visionary leadership for educational policy and change, regionally, nationally, and internationally.

The School of Education offers over 40 different Master's, Certificate, and Doctoral degree programs. The school is organized into four departments: Educational & Counseling Psychology, Educational Policy & Leadership, Educational Theory and Practice, and Literacy Teaching and Learning.

The School of Education offers an undergraduate major in Human Development and a minor in Educational Studies, and effective Fall 2017, a minor in Leadership.

Requirements for the major are outlined under the Department of Educational and Counseling Psychology. Requirements for the minors are outlined in the Minors section of this bulletin.

Undergraduate students are advised that to obtain teacher certification at the University at Albany, students must complete a B.A./B.S. with an appropriate academic major and then be accepted into an appropriate M.S. in Education.

The following undergraduate courses offered by the School of Education are considered liberal arts and sciences courses for the purpose of requirements for the B.A. and B.S. degrees: E APS 120, E APS 201, E APS 202, E APS 300, E APS 301, E APS 350, E APS 400, E APS 470; E CPY 360, E CPY 462; E PSY 224; E PSY 250; E PSY 330; E PSY 420; E PSY 481; E SPE 369, E SPE 460; E SPY 360; E TAP 403

All courses in the School of Education are preceded by the prefix letter E.

## Pathways Into Education Center (PIE)

Pathways Into Education (PIE) Center is the central office on campus serving undergraduates and prospective students interested in pursuing careers in education as well as graduate students enrolled in degree programs that lead to teacher certification.

The PIE Center:

- Coordinates undergraduate students' access to programs and opportunities in education, such as the Educational Studies minor, E PSY 390 Community Service, Kappa Delta Pi, and the Future Educator's Club.
- Serves as the University's central source for information about careers in education.
- Directs students toward the educational careers best suiting their interests and talents.

### Contact the PIE Center at:

Heidi Audino, Director  
(518) 442-4828  
PIECenter@albany.edu

## School-Wide Courses in Education

### E EDU 300 Independent Study (1-3)

Independent study with variable credit. Contingent upon the consent and willingness of instructor(s) to function as adviser(s) and the dean, School of Education, or designate(s). The credits may be apportioned in whole or in part as major credit, second field credit, or elective credit as appropriate and as determined by the student's major department. Prerequisite(s): junior or senior standing, departmental consent. S/U graded.

## Department of Educational Policy & Leadership

Department of Educational Policy & Leadership has as its mission to enhance the understanding and practice of leading educational organizations and policy analysis across all levels of education. The faculty are regionally, nationally, and internationally recognized experts in elementary, secondary, and postsecondary school leadership, as well as educational policy.

### Chair

Jason Lane  
(518) 442-5084  
<http://www.albany.edu/epl/>

## Courses in Educational Policy & Leadership

### E APS 120 (formerly E EST 120) Tolerance (3)

Interdisciplinary study of the theory, practice, and problems of tolerance. Stressing the historical origins of, the theoretical justifications for, and the sociopolitical conditions conducive to tolerance as well as those factors impeding it.

### E APS 201 College: Past, Present, and Future (3)

This course introduces students to the study of higher education through various perspectives by examining higher education institutions and the effects of these institutions on individuals, groups, and communities. Through readings, lectures, interviews, presentations, and case studies, students will gain an understanding of the historical context, present implications, and future possibilities of higher education. Further, through self-reflection activities, students will gain a better understanding of the role of higher education in their academic, personal, familial, and economic lives.



**E APS 202 Leadership in Organizations (3)**

This course is an introduction of foundational concepts and theories essential to understanding the role of leaders in organizational settings. It emphasizes the various definitions of leadership as well as key theories exploring how individuals lead organizations, facilitate team dynamics, and handle organizational conflict.

**E APS 300 (formerly E EST 300)**

**Social Foundations of Education (3)**

Inquiry into educational policies, purposes, and ideas based upon the resources and insights of the humanities and the social sciences. Prerequisite(s): junior or senior class standing.

**E APS 301 (formerly E EST 301)**

**Issues in American Higher Education (3)**

Study of the structure and function of American higher education in the light of contemporary problems. Prerequisite(s): junior or senior standing.

**E APS 350 (= A GLO 350) Leadership in the International Arena (3)**

This course introduces students to the emerging field of global leadership through theoretical and practice-based learning. Students will gain an understanding of the history and origins of global leadership, appreciate the role culture plays in global leadership, and examine established and emerging perspectives in complex modern contexts. Through discussions, reflections, vignettes/dialogues, case studies, individual assessments, and other applications, this course prepares students to do global work effectively in a multifaceted context with people from various cultures. Only one version may be taken for credit. Prerequisite(s): junior or senior class standing or permission of instructor.

**E APS 370 Leadership in Practice (3)**

This course is designed for students to gain hands-on experience with a leadership lens. The goal of the course is to allow students the opportunity to reflect critically and constructively on leadership in various organizations. The course has two components. (1) Interviews with leaders in their field of interest as an exploration of leadership styles. (2) Complete online assignments and discussions that are related to leadership. Students will recognize different leadership styles in a practical setting, apply theories from prior coursework to their own experiences, identify their own leadership style/characteristics, critically examine leaders and organizations and identify sources of leadership research. Prerequisite(s): E APS 202, and R PAD/R POS 329 or E PSY 411.

**E APS 400 United States Educational Governance, Policy, and Administration (3)**

Historical and current trends in educational governance, policymaking, and administration. Analyses of K-12 and higher education issues at the federal, state, and local levels. Special emphasis on education reform issues specific to New York State.

**E APS 456 Introduction to Peer Education (3)**

Designed for students to support teaching, tutoring and mentoring of lower-division students in academic courses and support offices at UAlbany. Students assume roles of responsibility and leadership in supporting other students and to demonstrate high standards for academic accomplishment, knowledge of and respect for the University's resources, policies and procedures. Students should have a 3.30 GPA in the relevant academic area or prior course work (unless home department or office specifies otherwise), be in good standing, and must meet other criteria from their home department as deemed appropriate. Students must be endorsed by their home department and must have a peer educator placement in that home department while enrolled in the course. Students will gain experience working with peers in an educative manner and will become familiar with the field of instruction in a higher education setting. May not be taken for credit by students who completed the course under E APS 487. S/U graded.

**E APS 457 Advanced Peer Education (3)**

Designed for successful Peer Educators to continue to support teaching, tutoring and mentoring of lower-division students in academic courses and support offices at UAlbany. Students assume roles of responsibility and leadership in supporting other students and to demonstrate high standards for academic accomplishment, knowledge of and respect for the University's resources, policies and procedures. Students should have a 3.30 GPA in the relevant academic area or prior course work (unless home department or office specifies otherwise), be in good standing, and must meet other criteria from their home department as deemed appropriate. Students must be endorsed by their home department and must have a peer educator placement in that home department while enrolled in the course. Building upon the skills attained in E APS 456, students will gain experience working with peers in an educative manner and will advance their knowledge of academic instruction in higher education settings. May not be taken for credit by students who completed the courses under E APS 487. S/U graded.

**E APS 470 Introduction to Law and Education (3)**

Legal rights and responsibilities of professional personnel and students in K-12 American education, with an emphasis on constitutional principles. Topics include: public-private distinction, freedom of speech, free exercise of religion, academic freedom and tenure, and due process and equal protection guarantees.

**E APS 487 Institute in Education (1-9)**

Special course, not part of the pattern of regular offerings, designed to meet particular nonrecurring needs. May be repeated for credit when content varies.

**E APS 497 (formerly E EST 497) Independent Study in Educational and Social Thought (3)**

Independent reading, study, and research in educational and social thought. May be repeated once for credit. Prerequisite(s): junior or senior class standing, and consent of department.

## Department of Educational & Counseling Psychology

Department of Educational & Counseling Psychology is a multidisciplinary endeavor devoted to research, teaching, and service in the use of psychological principles to promote lifelong growth, learning, and development in multiple life roles and contexts. Four disciplines are represented in the department: Counseling Psychology, Educational Psychology & Methodology, School Psychology, and Special Education.

*Chair*

Kevin Quinn  
(518) 442-4988

*The Counseling Psychology* division offers a variety of graduate-level scientist-practitioner preparation programs in Counseling Psychology and Mental Health Counseling.

*Division Director*

Hung-Bin Sheu  
(518) 442-5051  
[http://www.albany.edu/counseling\\_psych/](http://www.albany.edu/counseling_psych/)

*The Educational Psychology & Methodology* division has a long history of preparing excellent scholars, teachers, and researchers on the graduate level to advance human learning and development in a variety of settings, with approaches accommodated to the range of human diversity.

*Division Director*

Heidi L. Andrade  
(518) 442-5055  
[http://www.albany.edu/educational\\_psychology/](http://www.albany.edu/educational_psychology/)

*The School Psychology* division prepares school psychologists to integrate psychological theory, research, and established methods of scientific inquiry into effective practice; and to engage in research and evaluation activities that contribute to the science and practice of psychology.

*Division Director*

Deborah K. Kundert  
(518) 442-5052  
<http://www.albany.edu/schoolpsych/>

*The Special Education* division offers full-time and part-time graduate-level programs in Special Education and Inclusion, as well as a combined Special Education/Literacy degree with the Reading Department.

*Division Director*

Kristie Asaro-Saddler  
(518) 442-5055  
[http://www.albany.edu/special\\_education/](http://www.albany.edu/special_education/)

The Department of Educational & Counseling Psychology offers programs leading to a B.S. in Human Development; an M.S. program in Mental Health Counseling and a Ph.D. in Counseling Psychology; an M.S. in Educational Psychology and Methodology, a certificate of advanced study in Educational Research, and a Ph.D. in Educational Psychology and Methodology; a certificate of advanced study in School Psychology, as well as a Psy.D. in School Psychology; and M.S. degrees in Special Education and Literacy (I), Special Education and Literacy (II), Special Education, Inclusion, and Inclusion and Special Education, as well as a Ph.D. in Educational Psychology with a concentration in Special Education.

## Educational & Counseling Psychology Faculty

### Professors

David Yun Dai, Ph.D.

Purdue University  
Michael V. Ellis, Ph.D.

The Ohio State University  
Myrna L. Friedlander, Ph.D.

The Ohio State University

Susan D. Phillips, Ph.D.

Columbia University

### Eminent Research Professor

Sigmund Tobias, Ph.D.

Columbia University, Teachers College

### Associate Professors

Heidi L. Andrade, Ed.D.

Harvard University

Kristie Asaro-Saddler, Ph.D.

University at Albany, SUNY

Heidi Gazelle, Ph.D.

University of Illinois Champaign

Deborah King Kundert, Ph.D.

University of Wisconsin

Jessica L. Martin, Ph.D.

University at Albany

David Miller, Ph.D.

Lehigh University

Alex L. Pieterse, Ph.D.

Columbia University, Teachers College

Kevin P. Quinn, Ed.D.

Northern Illinois University

Bruce Saddler, Ph.D.

University of Maryland

Hung-Bin Sheu, Ph.D.

University of Maryland

Zheng Yan, Ed.D.

Harvard University

### Assistant Professors

Erin Baker, Ph.D.

Bowling Green State University

Rachel E. Brenner, Ph.D.

Iowa State University

Kimberly F. Colvin, Ed.D.

University of Massachusetts, Amherst

Tammy Ellis-Robinson, Ph.D.

University at Albany

Jessica L. Martin, Ph.D.

University at Albany

Lisa M. McAndrew, Ph.D.

Rutgers, The State University  
of New Jersey

Mariola Moeyart, Ph.D.

KU Leuven, Belgium

Gabriel Schlomer, Ph.D.

University of Arizona

Benjamin Solomon, Ph.D.

University of Massachusetts, Amherst

### Clinical Assistant Professor

Callen Kostelnik, Psy.D.

University at Albany

### Instructors and Supervisors

M. Dolores Cimini, Ph.D.,

New York State Licensed Psychologist

University at Albany

Jason B. Gallo, Ph.D.

University at Albany

Matthew LaFave, Ph.D.

University at Albany

Dayna Newton, MS, CAS

University at Albany

## B.S. in Human Development

The fundamental mission of the interdisciplinary Human Development program is to explore the psychological, social, and cultural facets of human development and learning across the life span. Students will learn to critically assess social and cultural frameworks and the ways in which individuals, families, and communities are situated within them. Furthermore, they will be intellectually engaged in high quality, specialized knowledge refined by research and engagement within the community. Within this program diversity will be highly valued; students will explore diversity through issues of equity and social justice while taking into account the effects these issues have on human development. All students will take classes in human development, psychology, education, individual differences, quantitative and qualitative research, and statistics. These courses will stress self-directed learning and provide team-based learning opportunities that foster effective collaboration skills. Students will graduate with strong skills in research methods and be comfortable using data to make professional decisions.

## Careers

Students with a degree from the University at Albany in Human Development will possess skills that will prepare them for employment in schools, social services, child-care organizations, criminal justice, health-care agencies, mental health and community development organizations. They will also be prepared to continue their education in a graduate program in business, child and family advocacy, counseling, education, law, psychology, and social work, as well as to pursue one of the current graduate programs offered in the School of Education in Counseling Psychology, Educational Psychology, Mental Health Counseling, School Psychology, and Special Education.

## Special Programs or Opportunities

The department offers opportunities for students to participate in internships, research activities, and independent studies specifically geared toward the students' concentration and supervised by professionals in the field and by department faculty.

## Admission

Declaration of the major in Human Development must be made by application to the Department of Educational and Counseling Psychology.

### I. Criteria for Students

#### Admitted as Freshmen to Albany:

- The student must have completed at least 24 credits (sophomore status)
- The student's cumulative grade point average for all coursework at the University at Albany must be 3.00 or higher at the time of evaluation
- The courses A PSY 101, A SOC 115, and E PSY 200 must have been completed with a minimum grade of C or better

If qualified applications exceed the number of available spaces, the following criteria will be used sequentially to select students to the program:

- Overall GPA
- GPA in the prerequisite admission courses (A PSY 101, A SOC 115, E PSY 200)
- Student's Written Statement of reason for seeking to undertake a Human Development major

## II. Criteria for Transfer Students:

- Transfer students are expected to meet the admission criteria specified in section I, and are expected to apply for admission to the program when applying for admission to the university. For fall admission, applications must be received by July 1<sup>st</sup>.
- Transfer students who plan to major in Human Development but have not completed the admission criteria specified in section I, may declare their intention to major in Human Development but will not be formally admitted to the major when they enter the University. Students must fulfill the criteria specified in section I.

*Appeals:* Students who do not meet the admission criteria due to extenuating circumstances may submit an appeal. Contact the Academic and Administrative Coordinator of the Human Development major for more information about the process.

Students who are admitted into the program may not minor in Educational Studies. Upon admission to the program, students must declare their concentration in the major:

### ***Counseling Psychology Concentration***

A concentration in Counseling Psychology within the Human Development major will prepare students for careers in psychological health and welfare. Students will explore diversity through an introduction to a variety of theoretical approaches to counseling. Specifically, the curriculum will provide the students with a foundation in developmental and counseling psychology, with an emphasis on the underlying psychological processes.

Students will be well prepared to continue their education in a graduate program in mental health counseling, college/residential life counseling, counseling psychology, and clinical psychology. A concentration in Counseling Psychology will prepare graduates to pursue careers serving as residential counselors, behavioral specialists, addiction counselors, counselors for at-risk youth, providers of support services for youth with mental or physical disabilities, service providers for children, youth, and families of military personnel, directors of recreational programs, youth group leaders, parent trainers and advisors, human services agency directors, and child life specialists working with children, youth, and families in children's hospitals or pediatric wards.

### ***Educational Psychology Concentration***

A concentration in Educational Psychology within the Human Development major will introduce students to research about human learning and development within a variety of settings (e.g., in the home, in peer groups, and in schools) and about approaches to accommodate learners based on the range of human diversity encountered in such settings. Students will learn how to evaluate and utilize research to create better learning environments. The understanding of research methodologies will provide a basic preparation for graduate study in educational, counseling, clinical, or school psychology. In addition, students will be prepared to pursue careers as research assistants, members of program evaluation teams, academic advisors, institutional researchers, and workers in child care and educational settings.

### **Combined B.S. in Human Development/ M.S. in Educational Psychology and Methodology**

Undergraduate students choosing the concentration in Educational Psychology can graduate in 4 ½ years with a combined Bachelor's in Human Development and Master's in Educational Psychology and Methodology. The mission of the interdisciplinary Human Development B.S. is to explore the psychological, social, and cultural facets of human development and learning across the lifespan. The M.S. program is intended for students who desire a broad foundation in graduate study in educational psychology, including courses in human development, learning, individual differences and special education, measurement and evaluation, research methods, and statistics. Students in the B.S./M.S. graduate with strong skills in research methods and data analysis and are prepared for positions in research settings and a variety of agencies related to human services.

Requirements for the combined B.S./M.S. program:

- GPA of a minimum of 3.2 in the major and 3.0 overall
- Human Development major with a concentration in Educational Psychology
- Junior or senior status
- At least one semester at UAlbany before acceptance

Students have the opportunity to take up to 12 graduate credits while still an undergraduate. Six (6) of these credits count toward the Human Development major.

### ***Peer Assistance and Leadership Concentration***

The Peer Assistance and Leadership concentration provides a unique opportunity for undergraduate Human Development majors to integrate academic study with community service and student organizational leadership development experiences. Classroom learning and campus agency-based service opportunities within this concentration provide students with access to a course-based, credit-bearing educational experience in which they learn and develop community engagement, intervention and leadership skills through active participation in organized service experiences that meet campus and community needs. Learned skills can be applied to the world of work and graduate study in education as well as a wide range of other fields.

### ***Special Education Concentration***

A concentration in Special Education within the Human Development major will provide students with a foundation in atypical human development across the life span and knowledge of a variety of educational interventions for individuals with disabilities. Students will examine educational and life opportunities for children and adults with disabilities, as well as gain knowledge about the laws created to promote equity in access, education, and work for individuals with disabilities. In addition, students will be introduced to specific areas such as inclusion, universal design, instructional and community accommodations, and educational best practices. This concentration is appropriate for students who would like to pursue a career working with individuals with disabilities in community agencies or daycare centers, as teacher assistants for children with disabilities in schools, and/or continue their education in a graduate program leading to teacher certification.

### **Combined B.S. in Human Development/ M.S. in Special Education and Literacy II**

Undergraduate students choosing the concentration in Special Education can graduate in 6 years with a combined Bachelor's in Human Development and Master's in Special Education and Literacy II. The

mission of the interdisciplinary Human Development B.S. is to explore the psychological, social, and cultural facets of human development and learning across the lifespan. The intensive Master's program in Special Education and Literacy leads to certificates that allow a graduate to work as an elementary school teacher (grades 1-6), a reading teacher (birth-grade 6), or a special education teacher (grades 1-6). Students take classes in human development, psychology, education, statistics, special education, literacy, and educational psychology to meet certification requirements. Practicum and clinical internships are integrated into the program.

Requirements for the B.S./M.S. program:

- GPA of at least 3.2 at the time of application
- Human Development major with a concentration in Special Education and a minor in a liberal arts area. Psychology, Sociology, and English are recommended
- Completion of at least one semester at UAlbany

Students are encouraged to apply in the spring semester of their junior year: Those who apply as a senior will still be considered for the program. Students can take up to 12 graduate credits while an undergraduate. Six (6) of these credits count toward the Human Development major.

## Degree Requirements for the Major in Human Development

**General Program B.S.:** A minimum of 45 credits, including 30 credits in the core and 15 credits in a concentration.

**Core Courses:** 30 credits

- *Foundation Courses (9 credits):* a grade of C or better in A PSY 101, A SOC 115, and E PSY 200
- *Educational Psychology & Counseling Psychology (12 credits):* E CPY 360, E PSY 224, 250, and 330
- *Elective in Psychology or Sociology (3 credits):* A PSY 270, 327, 329, 333, 338, 340, A SOC 250, 362, 384
- *NOTE:* Students pursuing the concentration in Counseling Psychology must take a course 300 level or above
- *Elective in Human Development (3 credits):* A COM 371, A ENG/A WSS 362, A PHI 326, A PSY 327, 329, 333, 338, 340, A SOC 362, 384, E CPY 410, E LTL 404, 406, E PSY 411, H SPH 341, 342, 343, R CRJ 308

- *Field-Based Learning Experience (3 credits)\*:* E PSY 390

*\*All students must complete the Dignity for All Students Act (DASA) training. It is recommended to be completed before the field-based learning experience.*

**Approved Concentrations:** 15 credits

- *Counseling Psychology Concentration\*\*:* A PSY 327, A PSY 333 or 338, E CPY 204, 421, and one elective course from A PSY (A PSY 214 or A PSY 270 are strongly recommended)
- *Educational Psychology Concentration:* E PSY 400, 420, 440, 441, and 480 or 481
- *Peer Assistance and Leadership Concentration\*\*:* E CPY 400, 403, 404, 405, and E CPY 406 or E PSY 411
- *Special Education Concentration\*\*:* E PSY 400, E SPE 369, 460, 463 and E LTL 404 or 406 or A PSY 333

*\*\*Students may not take the same course to fulfill multiple requirements in the core and in the concentration.*

## Department of Educational & Counseling Psychology Courses

### Courses in Counseling Psychology

#### E CPY 204U/204X Principles of Career and Life Planning (3)

Review of theories of decision-making career development, occupational choice, and job satisfaction. Additional topics: vocational measurement and assessment, evaluation and use of occupational information, and strategies of lifespan planning. Some sections restricted to freshmen and sophomores only.

#### E CPY 301 Methods in Peer Helping I (1)

Introduction to the counseling theories and skills used in a variety of helping roles. Opportunities to develop basic relationships and communication skills. Case studies that examine motivational variables in helping activities. Prerequisite(s): A PSY 101 and permission of instructor. A-E graded.

#### E CPY 302 Methods in Peer Helping II (2)

Group activities for greater understanding of interpersonal skills. Interpersonal skill development and understanding of relevant theoretical concepts. Optional individual research projects. Prerequisite(s): E CPY 301 and permission of instructor.

#### E CPY 303 Methods in Peer Helping III (2)

Theories and research concerning young adult development. Practice with both individual and group helping skills. Research projects related to young adult development. Prerequisite(s): E CPY 301, 302, and permission of instructor.

#### E CPY 311 Helping Skills in Human Services: Sexuality and Young Adults (3)

Introduction to the major theories and research regarding human sexuality and young adults. Opportunities are provided for students to develop helping skills in the area of human sexuality. Prerequisite(s): A PSY 101 and permission of instructor.

#### E CPY 312 Service Learning: Designing Sexuality Education and Peer Helping Programs for Young Adult (3)

This course, the second in a series of training courses, will continue the training for participation in the Project SHAPE peer education program wherein students will conduct a variety of sexual health and sexuality programs for the University and greater Albany community. Students will expand their knowledge of major concepts and issues in human sexuality, refine their program development and facilitation skills, and enhance peer helping skills through structured discussions and engaged learning experiences. Prerequisite(s): Permission of instructor. Must be a member of Project SHAPE: Sexual Health and Peer Education program through University Counseling Center. Must have successfully completed E CPY 311.

#### E CPY 357 Applied Sport Psychology (3)

This course will provide an overview of issues related to applied sport psychology. Topics covered will include enhancing motivation, effective leadership, team cohesion, individual performance enhancement techniques (e.g., imagery and relaxation, cognitive restructuring), and counseling/clinical issues that are especially relevant to athletes (e.g., substance abuse, burnout). Application of sport psychology across human diversity (e.g., gender, race, ethnicity, culture, age) also will be addressed.

#### E CPY 360 Psychology, Cultural Diversity, & Social Justice (3)

This course will examine several aspects of diversity as it relates to U.S. culture and society. Moreover, the course will examine and explore the psychological effects of various types of oppression (i.e., racism, heterosexism, and classism) as they impinge upon specific communities within the U.S. and individuals within those communities. In addition, this course will include topics related to social justice and advocacy related to the improvement and empowerment of marginalized groups studied. The course will incorporate various sources of knowledge and content to provide a comprehensive perspective on the multiple layers of cultural diversity represented in U.S. culture. These sources include readings, class discussions, video presentations, experiential activities, and guest lecturers.

#### E CPY 387 Institute (1-9)

A special course, not part of the regular pattern of offerings, designed to meet non-recurring needs. Available for division use and subject to division approval.

**E CPY 400 Foundations of Peer Counseling and Peer Education (3)**

In this course, students will be introduced to peer counseling and peer educations through classroom presentations, experiential exercises, and participation in a weekly "training shift" at the Middle Earth Peer Assistance Program. The classroom portion of the course will consist of lectures on basic listening and communication skills as well as an introduction to peer counseling and peer education. There will also be classroom sessions on specific topics related to campus issues, such as alcohol and substance abuse, sexual assault, eating disorders, and other topics addressed by peer counselors and peer educators. In addition to participating in the lecture portion of the course, students will be required to complete a weekly three-hour "training shift" in which they will be paired with a peer mentor to practice the skills that are discussed in class. In this way, students will have an opportunity to observe and work with experienced peers in the context of a service agency that is located on campus. Prerequisite(s): permission of instructor.

**E CPY 403 Peer Counseling and Peer Education: Theory and Practice I (3)**

In this course, which is a companion to A CPY 400 (Foundations of Peer Counseling and Peer Education), students will have the opportunity to practice peer counseling and peer education skills through supervised experiences which will occur on the Middle Earth crisis hotline and/or in the Middle Earth outreach education service. Students will also participate in weekly supervision groups which are facilitated by instructional staff. A primary strength of this course is that learning can take place in the context of a campus service agency, allowing students the opportunity to apply skills which they have learned. Prerequisite(s): E CPY 400 or the equivalent; and permission of the instructor.

**E CPY 404 Peer Counseling and Peer Education: Theory and Practice II (3)**

In this course, which is a companion to E CPY 400 (Foundations of Peer Counseling and Peer Education), students will have the opportunity to practice peer counseling and peer education skills through supervised experiences which will occur on the Middle Earth crisis hotline and/or in the Middle Earth outreach education service. Students will also participate in weekly supervision groups which are facilitated by instructional staff. A primary strength of this course is that learning can take place in the context of a campus service agency, allowing students the opportunity to apply skills which they have learned. Prerequisite(s): E CPY 400 and 403, or equivalent; and permission of instructor.

**E CPY 405 Peer Counseling and Peer Education: Theory and Practice III (3)**

In this course, which is a companion to E CPY 400 (Foundations of Peer Counseling and Peer Education), students will have the opportunity to practice peer counseling and peer education skills through supervised experiences which will occur on the Middle Earth crisis hotline and/or in the Middle Earth outreach education service.

Students will also participate in weekly supervision groups which are facilitated by instructional staff. A primary strength of this course is that learning can take place in the context of a campus service agency, allowing students the opportunity to apply skills which they have learned. Prerequisite(s): E CPY 400, 403, and 404, or equivalent; and permission of instructor.

**E CPY 406 Theory and Practice in Peer Counseling and Education: Peer Supervision (3)**

In this course, which is a companion to E CPY 403, 404, and 405 (Peer Counseling and Peer Education: Theory and Practice I, II, and III), students will have the opportunity to practice peer counseling and peer education supervision skills through practical experiences which will occur on the Middle Earth crisis hotline and/or in the Middle Earth outreach education service. Students will also participate in weekly supervision groups facilitated by instructional staff. A primary strength of this course is that learning can take place in the context of a campus service agency, allowing students the opportunity to apply skills which they have learned. Prerequisite(s): E CPY 400, 403, 404, and 405, or equivalent; and permission of instructor.

**E CPY 410 Supporting Individual and Community Change (3)**

This course provides an overview of the mechanisms involved in promoting health and reducing health risk at the individual and community levels. Students will be exposed to topics related to stress management, mindfulness, bystander intervention, health promotion, and reduction of health risks. The processes and practices that underscore strategic community and system-level change, such as capacity-building, asset mapping, and policy change, will also be addressed. The course will consider interpersonal advocacy, service innovation and utilization, system change and social action as forms of community-level change. Prerequisite(s): permission of instructor.

**E CPY 421 Introduction to Counseling Psychology (3)**

The history, philosophy, and organization of counseling psychology both as an academic discipline and as a helping profession are explored. Emphasizes understanding of personal, academic, and professional aspects of counseling psychology in the context of modern economic and social influences. For the student considering a career in the helping professions. Prerequisite(s): A PSY 101.

**E CPY 462 Psychology of Disability (3)**

Study of the psychological aspects of disability. Emphasizes physical disability, but also includes other disabling conditions. Topics include reactions to disability, adjustment to disability, rehabilitation approaches, community resources, and affirmative action policies. Prerequisite(s): A PSY 101 or its equivalent.

**E CPY 497 Independent Study (3-6)**

Designed to meet needs of undergraduate students who possess interest in counseling or counseling psychology and plan for graduate education. May be repeated for credit.

Prerequisite(s): junior or senior standing, and permission of instructor. *S/U* graded.

**Courses in Educational Psychology & Methodology****E PSY 200 Introduction to the Psychological Process of Schooling (3)**

Critical analysis of the psychological process of schooling. Interpretive survey of the literature and research in learning, motivation, development, and intelligence and their impact on American education and society. Only one of E PSY 200 and T EPS 200 may be taken for credit.

**T EPS 200 Introduction to the Psychological Process of Schooling (3)**

The purpose of this course is to provide a basic understanding of theories and research in learning, human development, academic motivation, and intelligence, as well as the ways in which theories about how children grow and learn can be applied to teaching and learning. We will draw a variety of instructional approaches including assigned readings, reflective writing, hands-on activities, class discussions, group projects, and individual papers. Only one of E PSY 200 and T EPS 200 may be taken for credit. Open to Honors College students only.

**T EPS 220X Current Issues in Child Development (3)**

This course will introduce major themes and current issues in the study of child development. Students will be introduced to the importance of research based knowledge to analyze and investigate these issues. Students will complete weekly readings and regular assignments, and will be required to undertake observational research and present their finds at a poster session at the end of the course. Open to Honors College students only.

**E PSY 224 Lifespan Development (3)**

Theory and research relating to the typical intellectual, social and emotional development over the lifespan, including the adult years.

**E PSY 250 Understanding Research in Human Development (3)**

This course will introduce students to the most important types of research in human development and the criteria by which consumers of research can judge if the stated findings are credible.

**E PSY 330 Introductory Statistics in Human Development (3)**

This course will provide students with an introduction to statistics for the purposes of analyzing human development data, including: (1) understanding fundamental concepts of statistics, including central tendency, variability, sampling distributions, standard error, significance tests, confidence intervals, effect size, and power of tests of significance, and (2) performing t-test, single-subject analysis, simple regression, and repeated measures ANOVA.

**E PSY 387 Institute (1–9)**

A special course, not part of the regular pattern of offerings, designed to meet non-recurring needs. Available for division use and subject to division approval.

**E PSY 390 (formerly E EDU 390)  
Community Service Projects (1–6)**

Special projects involving education-related community activities and supporting study, as approved by the dean or designee of the School of Education. Educational Studies minor students must complete E EDU/ E PSY 390 for a minimum of 3 credits and may repeat the course for a maximum of 6 credits. Registration preference is given to students who have selected Educational Studies as the minor, with seniors having preference over juniors. Prerequisite(s): E PSY 200 or T EPS 200, permission of instructor; must be at least a second semester sophomore. *S/U* graded.

**E PSY 400 Instructional Psychology (3)**

Intensive investigation of theories and research in learning and motivation as they apply to classroom instruction. Prerequisite(s): junior or senior standing.

**E PSY 411 Foundations of Leadership in College and University Student Organizations (3)**

In this course, students will be exposed to leadership theory and practice within college and university student organization settings. They will examine and enhance their own leadership skills through structured discussions, team-based activities, and engaged learning experiences facilitated by course instructors. The course will also focus on the role of leadership in promoting strategic change at a broader system level. Prerequisite(s): permission of instructor.

**E PSY 420 Child and Adolescent Development (3)**

Theory and research in social, emotional, physical, and intellectual development and its application to instruction. Emphasis on the late childhood through middle adolescence. Prerequisite(s): junior or senior standing.

**E PSY 440 Evaluation (3)**

Evaluation considered as a process beginning with the planning stage. Provides experiences to develop competencies (e.g., writing objectives, choosing appropriate means of evaluation, constructing test items, analyzing data). Discussion of related issues (e.g., testing for mastery, uses of standardized tests, accountability, grading practices). Prerequisite(s): junior or senior standing.

**E PSY 441 Social Issues in Testing (3)**

Social issues related to the use of tests for critical employment, admissions, and competency decisions. Considers legal, ethical, and psychometric aspects of such issues as test bias, open admissions, privacy, and truth-in-testing. Prerequisite(s): junior or senior standing.

**E PSY 480/480Z Educational Psychology:  
Independent Study (3–6)**

Designed to allow the student to learn how to conduct educational psychological research by participating as an assistant to a faculty member in an ongoing faculty project in areas such

as children's learning, child development, special education, evaluation, etc. Regular meetings with faculty mentor are required. May be repeated for credit. Prerequisite(s): junior or senior standing and permission of instructor. *S/U* graded.

**E PSY 481 Research Project in Human Development (3)**

This course will provide students with the opportunity to use various types of research methods for designing and conducting small-scale empirical studies in human development, using small-size newly collected or already existing quantitative and qualitative data. Prerequisites: E PSY 250, E PSY 330, and junior or senior class standing. *S/U* graded.

**E PSY 497 Research Apprenticeship (3)**

Student and instructor will participate in a joint research endeavor. With scaffolding provided by the instructor, the student will contribute to the majority of phases of research: conceptualization, design, implementation, data gathering, report writing, and presentation. Prerequisite(s): permission of instructor. *S/U* graded.

**Courses in School Psychology****E SPY 120 The Psychology of Academic and Personal Effectiveness (3)**

Examination and application of psychological theory and research in learning, memory, motivation, decision making, behavioral self-control, and young adult development with implications for academic performance and personal effectiveness. Only one of U UNI 100 and E SPY 120 may be taken for credit. Open only to freshmen, and other students by permission of the department.

**E SPY 360 Positive Youth Development (3)**

An introduction to current theory and research in the field and practices of positive youth development within the context of important societal issues; cultivating environments to promote optimal development and behavior in disadvantaged, trouble youth through strengths and family practices, and healthy alternatives to interpersonal, family, and community violence. Prerequisite(s): junior or senior status.

**E SPY 387 Institute (1–9)**

A special course, not part of the regular pattern of offerings, designed to meet non-recurring needs. Available for division use and subject to division approval.

**Courses in Special Education****T SPE 260 (formerly E SPE 260H)****Perspectives on Human Exceptionality (3)**

Students will learn about the characteristics of individuals with exceptionalities, how they are identified, and what services are necessary for them to function in both school and society. Students will be exposed to the cultures of disability groups through observations, research, lecture, readings, and videos. Not open to students with credit for E SPE 460. Prerequisite(s): Honors College student or permission of instructor.

**E SPE 369 Special Education for Students with Emotional and Behavioral Problems (3)**

Presentation of theoretical positions, assessment techniques; planning procedures, and teaching methods relevant to students with emotional and behavioral disorders. Emphasizes current educational practice in the least restrictive environment. Prerequisite(s): junior or senior standing.

**E SPE 387 Institute (1–9)**

A special course, not part of the regular pattern of offerings, designed to meet non-recurring needs. Available for division use and subject to division approval.

**E SPE 460 Introduction to Human Exceptionality (3)**

Characteristics of individuals whose cognitive, physical, or emotional development differs from typical individuals. Special education history and laws are discussed, as is the process leading to the development of individualized education plans and special education services. Selected strategies for students with special needs are also presented. Prerequisite(s): junior or senior standing.

**E SPE 463 Introduction to Autism Spectrum Disorders (3)**

This course will cover the nature and etiology of autism spectrum disorders (ASD). Characteristics of children with ASD in the areas of cognition, language, socialization, behavioral, sensory, and academic skills will be discussed. Instructional strategies and research on current evidence-based strategies and their implementation in the school setting will be examined. Prerequisite(s): junior or senior class standing.

**Department of Educational Theory and Practice**

Department of Educational Theory and Practice prepares educational practitioners and researchers with specialties in Language and Literacy, Instructional Design and Technology, Mathematics and Science education, Teaching and Learning, and Curriculum and Instruction.

*Chair*

Jianwei Zhang

(518) 442-5010

<http://www.albany.edu/etap/>**Courses in Educational Theory and Practice****E TAP 200 Improving Academic Discourse Skills (1)**

This course, which is designed with a particular focus on international undergraduate students, includes intensive practice in academic writing and reading as well as English-language speaking skills and emphasizes the development of students' understanding of academic discourse in English and English-language skills for academic success. Students enrolled in this course will be instructed in small-group sessions by

ELL specialist-students equipped with native or native-like proficiency in English. The course is open to undergraduate students of all departments and schools at the University.

**E TAP 201 Exploring Teaching as a Profession (3)**

Review and exploration of contemporary education with a major focus on the secondary school. Emphasis on concepts of schooling, changing role of teachers, restructuring schools, and teaching as a career. Examine theories of teaching and learning for the purpose of challenging assumptions about today's schools and extending expectations concerning tomorrow's schools.

**T TAP 211Z The Theory and Practice of John Dewey (3)**

This course is an introduction to the thinking of American philosopher John Dewey. Dewey is considered the "father" of progressive education in this country. We will look at the hope that is embedded in his work, particularly as it pertains to approaches to teaching and learning that are grounded in experience. Open to Honors College students only.

**E TAP 212 Teachers' Lives (3)**

This course is a case-based examination of teachers' lives. We will explore and analyze teachers' lives from the perspective of changes in the struggles, rewards, responsibilities, and realities of teaching with respect to such things as historical era, gender, culture, content area and grade level taught. Goals are to develop an understanding of the realities of the varied lives of teachers; engage in critical thinking and analysis; and gain experience and expertise in examining and synthesizing the cause and effect of change (and stability) in teachers' lives in general.

**E TAP 403 Issues in Urban Education (3)**

This course focuses on the social, political, and economic conditions that impact schools serving inner city urban communities in the United States. Although schools in urban communities differ considerably and should not be stereotyped, they all face a number of similar challenges that may be linked to changing urban conditions — as well as challenges that may result from the interplay of diverse stakeholders—administrator, teachers, parents, community/school activists concerned about the academic achievement, retention, and graduation of youth served in urban school environments.

**E TAP 404 Teaching in Urban Schools: Strategies for Implementing the New York State Learning Standards (3)**

An examination of effective instructional strategies for meeting the New York State Learning Standards in urban schools. The course will review the Learning Standards, demonstrate pertinent strategies that may be appropriate in urban schools, and provide practical experiences in developing lesson plans. Subject area will vary.

**E TAP 487 Institute in Education (2–9)**

A special program, not part of the pattern of regular offerings, designed to meet particular nonrecurring needs. Available for department use and subject to department approval.

**E TAP 497 Independent Study in Teacher Education (2–6)**

Independent reading, study, and research in teacher education. Prerequisite(s): senior standing and consent of Department of Educational Theory and Practice.

## Department of Literacy Teaching and Learning

The research published by the Department of Literacy Teaching and Learning faculty and students has been ranked among the best in the nation. The faculty are committed to preparing masters students and mentoring doctoral students in the critically needed area of literacy studies.

*Chair*

Virginia J. Goatley  
(518) 442-5100  
<http://www.albany.edu/eltl>

## Courses in Literacy Teaching and Learning

**E LTL 404 (formerly E RDG 404) Children's Literature (3)**

Students read and respond to multiple genres of children's literature, including nonfiction texts, across both print and electronic platforms. Topics include: supporting and appreciating students' complex responses to literature; analyzing the symbiotic relationship of words and pictures in visual texts; using technology to promote literary understanding; and meeting the standards by designing literature instruction informed by critical literacy perspectives.

**E LTL 406 (formerly E RDG 406) Young Adult Literature (3)**

Students read and respond to multiple genres of literature for young adults, including nonfiction texts. Topics include: understanding how adolescents build identities and worldviews through engagements with literature; supporting and extending students' responses to literature through dialogic teaching; designing literature instruction to support close readings of complex texts informed by literary theory and disciplinary knowledge; using technology to promote literary understanding; analyzing the symbiotic relationship between words and pictures in visual, digital, and multigenre texts.

**E LTL 410 (formerly E RDG 410) Literacy in Social Contexts (3)**

This course examines historical and contemporary aspects of literacy, focusing particularly on the relation between literacy and forms of social and cultural life. Topics include: (1) perspectives on literacy; (2) the role of literacy in society; (3) implications of diversity on literacy development; (4) relationships among diverse communities of practice.

**E LTL 487 (formerly E RDG 487) Institute in Education (2–9)**

A special program, not part of the pattern of regular offerings, designed to meet particular nonrecurring needs. Available for department use and subject to department approval.

# College of Emergency Preparedness, Homeland Security and Cybersecurity

## Dean

Robert Griffin, Ph.D.  
Virginia Tech

## Assistant Dean

Jennifer Goodall, Ph.D.  
University at Albany

## Assistant Dean for Finance and Administration

Matt Roche, M.A.  
University at Albany

## Director of Experiential Learning and External Partnerships

Emily Barrett, M.A.  
Norwich University

## Director of Student Services

Michael Baumgardner, M.A.  
Teachers College, Columbia University

## Professors

Philip B. Eppard, Ph.D.  
Brown University  
Eric Stern, Ph.D.  
Stockholm University

## Associate Professors

George Berg, Ph.D.  
Northwestern University  
Hemalata Iyer, Ph.D.  
University of Mysore, India  
Abebe Rorissa, Ph.D.  
University of North Texas  
Donghee Sinn, Ph.D.  
University of Pittsburgh  
Joette Steff-Mabry, Ph.D.  
Long Island University  
Xiaojun (Jenny) Yuan Ph.D.  
Rutgers University

## Assistant Professors

Gary Ackerman, Ph.D.  
King's College  
Brandon Behlendorf, Ph.D.  
University of Maryland  
Alex Greer, Ph.D.  
University of Delaware  
Sam Jackson, Ph.D.  
Syracuse University  
Brian Nussbaum, Ph.D.  
University at Albany  
Samantha Penta, Ph.D.  
University of Delaware  
Amber Silver, Ph.D.  
University of Waterloo  
Unal Tatar, Ph.D.  
Old Dominion University

## Public Service Professor

James Steiner, Ph.D.  
Georgetown University

## Professors of Practice

Lenore Horowitz, Ph.D.  
University at Albany  
Norman Gervais, Ph.D.  
University at Albany  
David Turetsky, J.D.  
University of Chicago School of Law  
Michael Young, Ph.D.  
The Ohio State University

*Adjuncts (estimated): 25*

*Affiliated Faculty (estimated): 25*

*Teaching Assistants (estimated): 6*

We are becoming an increasingly connected society. From smart homes and wearables, to virtual reality headsets, thermostats, pet trackers, heart rate monitors, air quality sensors, and self-driving cars, it's hard to find a single area of our lives that is not impacted by the "Internet of Things." The College of Emergency Preparedness, Homeland Security and Cybersecurity (CEHC) prepares the next generation of leaders to confront these grand challenges of the 21<sup>st</sup> century through interdisciplinary understandings of information and information technologies in society and in organizations. Data is at the heart of today's society. CEHC offers programs that specifically explore the creation, dissemination, presentation, and use of data. At UAlbany's first-in-the-nation College of Emergency Preparedness, Homeland Security and Cybersecurity (CEHC), better understanding how to manage, and protect, our digital information has become a core priority. The College offers degrees in emergency preparedness, homeland security and cybersecurity and informatics in order to meet the ever growing demand for individuals knowledgeable in these areas. For this reason, the mission of the CEHC is to make a difference by providing high quality academic programs, blending an interdisciplinary and entrepreneurial spirit, fostering enthusiasm for learning and teaching, promoting operational application of knowledge, and leading cutting-edge research initiatives that bring together people, technology, and knowledge to address the challenges of the 21<sup>st</sup> century.

## Experiential Education

A cornerstone of the CEHC's programming is the emphasis on experiential education. Through work with real-world clients during capstones and internships, authentic simulations, peer education, and applied research in contemporary and highly relevant topics, students take what they have learned in the classroom and apply it in complex and dynamic environments. Through this experience, students internalize and contextualize the theoretical knowledge they have gained, hone their skills and capacities, and gain experience relevant to their future careers. Partnerships with government agencies, private companies, not-for-profit organizations and research centers help to provide internships, applied research and training opportunities for students, academics, and professionals.

## Academic Programs

### Graduate

CEHC offers a Master of Science in Information Science (M.S.I.S.), accredited by the American Library Association (ALA), a Master of Science in School Libraries (M.S.S.L.) and a Doctor of Philosophy (Ph.D.) in Information Science. The College also offers a Certificate of Graduate Study in Emergency Preparedness, Homeland Security and Cybersecurity, and is associated with a Certificate in Public Health Surveillance and Preparedness, and a Certificate in Information Security. A combined B.A./M.S.I.S. or B.S./M.S.I.S. permits highly-qualified students to begin work on the master's degree while still an undergraduate.

### Undergraduate

The College offers undergraduate degrees in Emergency Preparedness, Homeland Security and Cybersecurity and in Informatics. In each major, students do core coursework, experiential learning and a concentration.

Minors in Emergency Preparedness, Homeland Security and Cybersecurity and in Informatics are available. The Informatics minor has an option that combines with any major or a set of cognates coupled with a specific major to enhance the informatics perspective within that discipline.



Currently, the cognates linked to a major are Art, Communication, Computer Science, Criminal Justice, Economics, Emergency Preparedness, Homeland Security and Cybersecurity, Geography, Journalism, Physics, and Sociology. See the “Minors” section of this bulletin for details.

## Requirements for the Major in Emergency Preparedness, Homeland Security and Cybersecurity

The major in Emergency Preparedness, Homeland Security and Cybersecurity is designed to provide students with a broad overview of these three critical fields. The major program provides both four-year and transfer students with a solid liberal arts education that emphasizes critical thinking, oral and written communication, creativity and innovation, problem solving skills, cultural literacy, and interpersonal and teamwork skills. In addition to these general skills, the major emphasizes leadership, public administration, management, risk analysis, ethics, policy making, planning, strategic communication, and systemic thinking. One of the unique and central elements of this major is the focus on experiential education. The courses in this major are designed to be an ideal setting for intellectual growth as students take what they have learned in the classroom and apply it to solve complex social problems in the real world.

Students with a concentration in Emergency Preparedness or Homeland Security will be awarded a B.A. degree; students with a concentration in Cybersecurity will be awarded a B.S. degree. B.A. students are required to take 90 liberal arts and science credits out of the total 120 credits. B.S. students are required to take 60 liberal arts and science credits out of the total 120 credits.

**General Program B.S. and General Program B.A.** The major in Emergency Preparedness, Homeland Security and Cybersecurity requires a minimum of 39 credits distributed as follows:

### Emergency Preparedness, Homeland Security and Cybersecurity Core (18 credits):

- C EHC/R PAD 101 Introduction to Emergency Preparedness, Homeland Security & Cybersecurity
- C EHC 210 Critical Inquiry and Communication in Emergency Preparedness, Homeland Security & Cybersecurity
- C EHC 242 Cybersecurity

- C EHC/R PAD/R POS 343 Homeland Security
- C EHC/R PAD 344 Emergency Preparedness
- C EHC 345 Leadership and Ethics in Emergency Preparedness, Homeland Security & Cybersecurity

### Applied or Experiential Learning (9 credits):

- C EHC 310 Research Seminar in Emergency Preparedness, Homeland Security & Cybersecurity
- C EHC 390 Internship Experience in Emergency Preparedness, Homeland Security & Cybersecurity
- C EHC 410 Capstone Project in Emergency Preparedness, Homeland Security & Cybersecurity

### Non-credit training in Emergency Preparedness, Homeland Security & Cybersecurity

Students must complete 100 hours selected from a list of approved trainings and documented in Blackboard. Student must complete the minimum number of hours required in each training tier as follows: Foundational — 30 hours; Professional Development — 20 hours; Community Engagement — 15 hours; Concentration Specific — 35 hours.

**Approved Concentrations:** Four courses of which at least two courses are at the 300 level or above in one of three concentrations (12 credits):

### Cybersecurity Concentration (General Program B.S.)

- C EHC 350 Cybersecurity Case Analysis — The Threat Within
- C EHC/R PAD 445 Principles and Practices of Cybersecurity
- C EHC/R PAD 449 Cybersecurity: Long Term Planning and Risk Management
- C EHC/R PAD 469 Cyber Threats and Intelligence
- B FOR 100 Introduction to Information Systems
- B FOR 201 Introduction to Digital Forensics
- B FOR 202 Cyber Crime Investigations or B FOR 206 Programming for Analytics
- B FOR 203 Networking and Cryptography
- B FOR 204 Introduction to Cybersecurity OR I INF/I CSI 124X Cybersecurity Basics
- B FOR 300 Databases for Digital Forensics
- B FOR 410 International Cyber Conflicts
- B FOR 412 Cyber Incident Analysis

- I INF 202 Introduction to Data and Databases
- I INF 306 Information Security and Assurance

### Emergency Preparedness Concentration (General Program B.A.)

- C EHC 393 Simulation: Building Security and Preparedness
- C EHC/R PAD 455 Disaster, Crisis and Emergency Management and Policy
- C EHC/R PAD 471 Military Forces in Support of Civil Authorities
- C EHC/R PAD 472 Disasters and Crisis Management in the Public, Private, and Nonprofit Sectors
- A ATM 100 The Atmosphere
- A ATM 103 Introduction to Climate Change
- A ATM 107 The Oceans
- A ATM 200 Natural Disasters
- A ENV/A GEO 105 Introduction to Environmental Science
- A GOG 290 Introduction to Cartography
- A GOG 484 Remote Sensing I
- A USP 201 Introductory Urban Planning
- A USP 315 State and Regional Planning
- A USP/A GOG 430 Environmental Planning
- A USP 456/A GOG 496 Geographic Information Systems
- A USP 474 Site Planning
- A USP 475 Urban Design
- H SPH 201 Introduction Public Health
- H SPH 231 Concepts in Epidemiology
- T SPH/R POS/R PAD 272 Health and Human Rights: an Interdisciplinary Approach
- H SPH 321 Global Environmental Issues and Their Effect on Human Health
- H SPH/H EHS 323 Environmental Laboratory Perspectives in Public Health
- H SPH 341 Promoting Healthy People and Communities
- R PAD/R POS 140 Introduction to Public Policy
- R POS/R PAD 321 State and Local Government
- R POS 336 Civil Liberties

### Homeland Security Concentration (General Program B.A.)

- C EHC 221 Introduction to Intelligence
- C EHC 320 Psychology of Terrorism
- C EHC 321 Human Trafficking
- C EHC 324 Civil Liberties in Context: Emergency Preparedness, Homeland Security & Cybersecurity
- C EHC 325 Critical Infrastructure
- C EHC 355 Comparative Homeland Security
- C EHC 356 Transnational Crime

C EHC 393 Simulation: Building Security and Preparedness  
 C EHC/R PAD 456 Homeland Security Intelligence  
 C EHC/R PAD 457 Intelligence Analysis for Homeland Security  
 C EHC/R PAD 459 Homeland Security: Building Preparedness Capabilities  
 A BIO 175 Forensic Science Investigation  
 R CRJ 201 Introduction to the Criminal Justice Process  
 R CRJ 202 Introduction to Law and Criminal Justice  
 R CRJ/A SOC 203 Criminology  
 R CRJ 281 Introduction to Statistics in Criminal Justice  
 R CRJ 351 Policing in a Free Society  
 R CRJ 353/R POS 363 American Criminal Courts  
 R CRJ 401 Crime Deviation and Conformity  
 R CRJ 417 Cross-National Crime  
 R CRJ 418 Information Use and Misuse in Criminal Justice  
 R POS/R PAD 140 Introduction to Public Policy  
 T POS 260 Political Violence  
 T POS 261Y/R POS 361 Comparative Ethnicity  
 R POS/R PAD 316 Methodological Tools for Public Policy  
 R POS 320 American Federalism  
 R POS 360 Violent Political Conflict

## Degree Requirements for the B.S. in Informatics

The B.S. in Informatics is a unique opportunity for students to study the creation, presentation, and use of data and technology across disciplines. The degree is a combined major and minor, requiring a total of 54 credits. This includes 42 credits of required core courses that focus on the relationship between technology and society, the use of various technologies across platforms, and programming fundamentals. Emphasis is also placed on providing students with various opportunities to gain real-world experience. As part of the 54 credits, students are required to complete 12 credits in a concentration. Students electing the IT concentration can complete the entire degree online.

The concentrations are:

- Interactive User Experience
- Cybersecurity
- Social Media
- Data Analytics
- Software Development
- Information Technology (offered fully online)

## Core courses (42 credits)

### Information and Society (9 credits)

I INF 100X Information in the 21<sup>st</sup> Century  
 I INF 301 Emerging Trends in Information and Technology  
 I INF 499 Senior Seminar in Informatics

### Practical Applications (15 credits)

I INF 108 Programming for Problem Solving or I CSI 105 Computing and Information (or substitute I CSI/I CEN 201 Introduction to Computer Science)  
 I INF 201 Introduction to Web Technologies  
 I INF 202 Introduction to Data and Databases  
 I INF 203 Introduction to Networks and Systems  
 I INF 305 Digital Project Management

### Math (3 credits)

Any A MAT course between 100–299 (except A MAT 108 Elementary Statistics)

### Research (6 credits)

I INF 200 Research Methods for Informatics (or substitute A SOC 220 Introduction to Social Research)  
 A MAT 108 Elementary Statistics (or substitute A SOC 221 Statistics for Sociologists)

### Experiential Learning (9 credits)

Students will be advised into course-related experiences that complement their chosen concentration. Some classes may be repeated twice for a total of 6 credits but Online IT students only may complete I INF 469 (9 credits) to fulfill this requirement.

I INF 463 Professional Innovations I  
 I INF 464 Professional Innovations II  
 I INF 465 Senior Capstone in Informatics (repeatable)  
 I INF 466 Independent Research (repeatable)  
 I INF 467 Technology-Based Community Support (repeatable)  
 I INF 468 Undergraduate Internship (repeatable)  
 I INF 469 Undergraduate Internship for Fully Online Students  
 E APS 390 Internship in Higher Education (as appropriate)  
 E APS 487 or E APS 456, E APS 457 Peer Education (as appropriate)  
 C EHC 350 Cybersecurity Case Analysis — The Threat Within  
 C EHC 390 Internship Experience in Emergency Preparedness, Homeland Security & Cybersecurity

C EHC 410 Capstone Project in Emergency Preparedness, Homeland Security & Cybersecurity  
 R SSW 290 Community and Public Service Program (as appropriate)  
 R SSW 390 Community and Public Service Program II (as appropriate)  
 U UNI 289 Applied Learning Advanced Internship (as appropriate)  
 U UNI 390 Internships for Juniors and Seniors

## Concentrations (at least 12 credits)

Select one concentration.

### Interactive User Experience

I INF 302 Human-Computer Interactive Design  
 I INF 362 Intermediate Interactive Design

Select two courses from:

I INF/I CSI 124X Cybersecurity Basics  
 I INF 308 Programming for Informatics  
 I INF 363 Digital Design  
 I INF 401 Case Studies in Digital Citizenship  
 I INF 462 Current Technologies in Interactive Design  
 I INF 496 Intermediate Special Topics in Informatics (as appropriate, repeatable)  
 I CSI 107 Web Programming  
 A DOC/A JRL 324 Introduction to Documentary Photography  
 A DOC/A HIS 330 Foundations of Documentary Web/Hypermedia Production  
 A DOC/A HIS 406 Practicum in Historical Documentary Filmmaking  
 A DOC/A HIS 407 Readings and Practicum in Digital History and Hypermedia

### Cybersecurity

I INF/I CSI 124X Cybersecurity Basics  
 I INF 306 Information Security and Assurance

Select two courses from:

I INF 401 Case Studies in Digital Citizenship  
 I INF 452 Computer and Network Security  
 I INF 453 Information Security and Privacy  
 I INF 454 Human Aspects of Cybersecurity  
 I INF 455 Prevention and Protection Strategies in Cybersecurity  
 I INF 496 Intermediate Special Topics in Informatics (as appropriate, repeatable)  
 C EHC 399 Selected Topics in Emergency Preparedness, Homeland Security & Cybersecurity (as appropriate, repeatable)

- C EHC 455 Principle and Practice of Cybersecurity
- C EHC 449 Cybersecurity: Long Term Planning and Risk Management
- C EHC 469 Cyber Threats and Intelligence
- I CSI 300Z Social, Security, and Privacy Implications of Computing
- I CSI 424 Information Security
- I CSI 426 Cryptography

**Social Media**

- I INF/I CSI 131 Introduction to Data Analytics: Seeking Information in Data with Computation
- I INF 307 Current Topics in Social Media

Select two courses from:

- I INF 308 Programming for Informatics
- I INF 363 Digital Design
- I INF 401 Case Studies in Digital Citizenship
- I INF 496 Intermediate Special Topics in Informatics (as appropriate, repeatable)
- C EHC 399 Selected Topics in Emergency Preparedness, Homeland Security & Cybersecurity (as appropriate, repeatable)
- I CSI 432 Network Science
- A DOC/A HIS 224 Nonfiction Media Storytelling
- A SOC 210 Sociology of Culture
- A SOC 255 Mass Media
- A SOC 270 Social and Demographic Change

**Data Analytics**

- I INF/I CSI 131 Introduction to Data Analytics: Seeking Information in Data with Computation
- I INF 300 Probability and Statistics for Data Analytics

Select two courses from:

- I INF 407 Modern Issues in Databases
- I INF 428 Analysis, Visualization, and Prediction in Analytics
- I INF 451 Bayesian Data Analysis and Signal Processing
- I IST 433 Information Storage and Retrieval
- C EHC 399 Selected Topics in Emergency Preparedness, Homeland Security & Cybersecurity (as appropriate, repeatable)
- I CSI 431 Data Mining
- I CSI 432 Network Science
- I CSI 436 Machine Learning

**Software Development**

- I CSI 201 Introduction to Computer Science
- I CSI 310 Data Structures
- I CSI 418Y Software Engineering

Select one course from:

- I INF 455 Prevention and Protection Strategies in Cybersecurity
- I CSI 405 Object Oriented Programming Principles and Practice

**Information Technology (online only)**

- I INF 302 Human-Computer Interactive Design
- I INF 303 Intermediate Networking
- I INF 306 Information Security and Assurance
- I INF 308 Programming for Informatics

**Self-Designed (with Departmental Approval only)**

Student must provide a proposal of courses to take to support the proposed self-designed concentration that includes at least four courses. At least 9 credits of a self-designed concentration should be taken while enrolled in the Informatics B.S. program. A proposal must be approved by CEHC faculty before the student can declare it.

**Combined B.A./M.S.I.S. or B.S./M.S.I.S. Program**

The combined B.A./M.S.I.S. or B.S./M.S.I.S. program in Information Science provides a unique opportunity for capable, highly motivated students to pursue any undergraduate liberal arts major while at the same time beginning their professional preparation for a career in the rapidly expanding fields of information management and curation. A distinctive feature of the curriculum is the stress placed upon user and human as well as technological factors. Toward the end of their program of study, students will be expected to combine academic study with internship experience in locations such as corporations; New York State government agencies; archives; or academic, public or special libraries.

Graduates will be prepared for employment in a wide variety of public and private sector settings within business, industry, law, humanities, health and human services, and education where they will function as librarians, archivists, records managers, school library media specialists, information systems specialists, information analysts, or information officers and managers.

The program is especially strong in three areas: (1) library and information services, (2) archives/records administration, (3) information management and technology.

Students may be admitted to the combined program at the beginning of their junior year or after successful completion

of 56 credits. A carefully designed program can enable the student to earn the B.A. or B.S. and M.S.I.S. within 10 semesters. A cumulative grade point average of 3.20 or higher and three supportive letters of recommendation are required. The Graduate Record Exam is not required for admission. In qualifying for the baccalaureate, students will meet all University and school requirements, including existing major and minor requirements, general education requirements, minimum liberal arts and sciences requirements, and residency requirements.

Additionally, students will complete a minor in Library and Information Science including, as a minimum, the following courses: I CSI 105; I INF 201; I IST 601; I IST 602, and one additional I IST course at the 500 level or above.

In qualifying for the master's degree, students will meet all University and school requirements, including completing a minimum of 42 graduate credits, and any conditions such as a research seminar, thesis, comprehensive examination, or other professional experience, and residency requirements. The combined program allows students to complete 12 graduate credits as an undergraduate that are applied to both the undergraduate and graduate degrees.

**Courses in Emergency Preparedness, Homeland Security and Cybersecurity**

**C EHC 101 (= R PAD 101) Introduction to Emergency Preparedness, Homeland Security & Cybersecurity (3)**

From hackers to hurricanes, suicide bombing to supply chain interruptions, infrastructure failures to infectious disease outbreaks, the nation's governments, companies and non-profits must prepare for, protect against, respond to, and recover from a growing array of risks and threats. The fields of emergency preparedness, homeland security and cybersecurity are central to those efforts, and there is an ever growing demand for individuals prepared in these areas. Through lectures, discussion, and case studies, students in this course will develop a broad theoretical, substantive, and practical understanding of the fields of emergency preparedness, homeland security and cybersecurity. Students will be exposed to various ways to think about, measure, assess and compare risks, as well as how to mitigate them and respond to incidents that do occur. The three disciplines will be explored through the crosscutting themes that tie them together, including prevention, incident management and response, crisis communication, recovery and resiliency. Only one version may be taken for credit.

**C EHC 210 Critical Inquiry and Communication in Emergency Preparedness, Homeland Security & Cybersecurity (3)**

This course builds upon UUNI 110's focus on critical argumentation, analysis and communication in the context of emergency preparedness, homeland security and cybersecurity. Students will learn to build and evaluate arguments, gather and evaluate evidence, and present conclusions within the context of emergency preparedness, homeland security and cybersecurity by writing briefs and conducting briefings.

**C EHC 221 Introduction to Intelligence (3)**

This course provides a comprehensive survey of the Intelligence Community and its functions in the United States. It is a general survey of Intelligence covering: the Intelligence Community; the primary collection, analysis, counter-intelligence and covert action responsibilities of the Intelligence Community; the Intelligence Cycle; the role of policy makers in Intelligence; and oversight and ethical issues in Intelligence. This course provides a foundation for advanced work in one of the specialized C EHC Intelligence courses. Prerequisite(s): C EHC 101 and 210 recommended.

**C EHC 242 Cybersecurity (3)**

The purpose of this class is to acquaint students with the policy issues associated with cybersecurity, this includes issues like cyber-attacks, network security, incident response, cyber crime, cyber espionage, and cyber conflict. Students will look at how government agencies and private sector entities assess and respond to the changing cybersecurity landscape — how they assess the risks they face, how they manage those risks through security procedures and practices, and how they mitigate the impact of attacks that do happen on their systems. Prerequisite(s): C EHC/R PAD 101.

**C EHC 299 Critical Issues in Emergency Preparedness, Homeland Security & Cybersecurity (3)**

This course is designed to bring awareness about critical issues that are arising in the fields of emergency preparedness, homeland security and cybersecurity. Through the lectures, readings and class discussions students will develop a broad understanding of the different fields and the issues that they have faced, will face or are currently facing. Specific issues will be selected and announced by the instructor when offered. May be repeated for credit if content varies.

**C EHC 310 Research Seminar in Emergency Preparedness, Homeland Security & Cybersecurity (3)**

In many undergraduate classes, students are consumers of research created by others. Students read historical case studies of disasters, examine regression results of probing the relationship between democracy and terrorism, peruse interviews with government officials from homeland security agencies and scrutinize surveys of public opinion of privacy and security. What is often unclear is the research process lurking behind these final results. The mission of this course is to shed light on the research

process in the areas of emergency preparedness, homeland security and cybersecurity. Over the course of the semester, students will conduct literature reviews, develop hypotheses, construct research designs, collect data, test hypotheses, and communicate findings. Students will start by creating a literature review on a topic of the student's interest, identifying a falsifiable research question of interest to them in an area related to his or her concentration and subsequently investigating the question using the procedures and methods of social science. Prerequisite(s): C EHC/R PAD 101 and C EHC 210.

**C EHC 320 Psychology of Terrorism (3)**

This course looks at the challenging problem of terrorism from a psychological and social psychological perspective both in terms of how terrorism can be explained at the individual and group level and how psychological factors can interact with other factors to impact when terrorism starts and how terrorist campaigns might end. In addition to studying the theories that have been developed to explain the politics and history of violent political conflict, students will have an opportunity to participate in simulation exercises designed to sharpen their analytic skills in the subject area and to allow them to examine the psychological determinants of behavior in experimental environments. Prerequisite(s): junior or senior standing.

**C EHC 321 Human Trafficking (3)**

This course looks at the challenging problem of human trafficking from a comparative politics and international perspective both in terms of how human trafficking can be explained and how human trafficking impacts people as well as the efforts governments are taking to try to stop it. In this course, in addition to studying the theories that have been developed to explain the politics and history of human trafficking, students will have an opportunity to participate in data collection designed to sharpen their analytic skills in the subject area. Prerequisite(s): junior or senior standing.

**C EHC 324 Civil Liberties in Context: Emergency Preparedness, Homeland Security & Cybersecurity (3)**

In this course, students will examine the tensions between civil liberties and government responses to cybersecurity, homeland security, and emergency preparedness. Students will draw from contemporary and historical case studies and a range of legal materials to develop their own analytical and normative views about the appropriate balance between civil liberties and security. Students will be asked to evaluate how the law governing relevant topics has changed and whether it has changed in desirable ways. Students will also be asked to determine what relevant information not yet possessed to answer these questions. Prerequisite(s): junior or senior standing.

**C EHC 325 Critical Infrastructure (3)**

Students will be able to gain understanding of what the critical infrastructure sectors are and why they are so vital to the United States. They will obtain knowledge on each sector's assets,

systems, and networks, both physical and virtual. Learning that critical infrastructure is a shared responsibility, they will also understand how the federal, state, local, tribal, and territorial governments, private companies, and individual citizens play a role in keeping it strong, secure, and resilient. Prerequisite(s): junior or senior standing.

**C EHC 340 Contemporary Issues in Security and Preparedness (3)**

This course explores contemporary issues related to security and preparedness. Topics will vary from semester to semester based on the most pressing issues facing policy makers in Washington DC, such as homeland security, emergency preparedness, severe weather, cybersecurity, critical thinking, leadership, ethics, immigration, terrorism, risk analysis, digital forensics, critical infrastructure, transnational crime, border security, and privacy and civil liberties. Prerequisite(s): one of C EHC 101 or R PAD 140 or R POS 101 or R POS 102; one 300 level course in C EHC, R PAD or R POS; junior or senior standing; or permission of the Department.

**C EHC 341 (= R PAD 341 & R POS 341) Washington in Perspective (3)**

This course uses different policy areas to examine the institutional structures, key non-state actors, and domestic and international context of American government. Course faculty will take advantage of the course location in the nation's capital and include field trips and guest speakers. Prerequisite(s): one of C EHC 101 or R PAD 140 or R POS 101 or R POS 102; one 300 level course in C EHC, R PAD or R POS; junior or senior standing; or permission of the Department.

**C EHC 342 Semester in Washington Internship (9)**

This course is the internship component of the Semester in Washington program in the fall semester. Admission is by application. Enrollment is limited. Three of the nine credits may be used to satisfy the requirement for the C EHC 390 internship course in the BA/BS in Emergency Preparedness, Homeland Security, and Cybersecurity. Prerequisite(s): one of C EHC 101 or R PAD 140 or R POS 101 or R POS 102; one 300 level course in C EHC, R PAD or R POS; junior or senior standing; or permission of the Department. *S/U* graded.

**C EHC 343 (= R PAD 343 & R POS 343) Homeland Security (3)**

This undergraduate survey course introduces students to the U.S. government response to the attacks of September 11, 2001, specifically, the second largest reorganization of the executive branch that produced the U.S. Department of Homeland Security. Topics examined include border and transportation security, customs, immigration policy and enforcement; preparedness and capabilities building, response and resilience; critical infrastructure protection; threat and vulnerability assessment and risk management; cybersecurity; counter-terrorism. Although the course is primarily focused on U.S. Federal government activities, it will also

examine state and local dimensions of homeland security as well as U.S. government interactions with other countries in the homeland security domain. Only one version may be taken for credit. Prerequisite(s): C EHC/R PAD 101 or permission of instructor.

**C EHC 344 (= R PAD 344)  
Emergency Preparedness (3)**

This course provides a study of applicable policies, protocols, and laws that impact the practice of emergency preparedness at the federal, state, and local levels of government. The study includes a brief review of the history of emergency management setting the stage for an examination of “best practices” and philosophies. These drive the nation’s preparedness, response, recovery, and mitigation efforts of various levels of emergencies and disasters which in turn helps facilitate a community’s resilience in the face of disasters. The methodology used in this course includes classroom discussions and activities, studies of applicable case studies, and individual exploration resulting in a well crated paper. Where applicable, simulation activities provide opportunities for the student to “experience” realistic situations similar to real-world emergencies and disaster operations. Only one version may be taken for credit. Prerequisite(s): C EHC/R PAD 101 or permission of instructor.

**C EHC 345 Leadership and Ethics in  
Emergency Preparedness, Homeland Security  
& Cybersecurity (3)**

This course provides a foundation for applying philosophical and ethical understanding to homeland security professions by drawing on both theoretical and practical approaches. It includes an overview of philosophical theories of ethics and political philosophy relevant to security practices and policies, as well as opportunities to develop critical thinking and communication skills in their application to particular cases related to homeland security through analysis and discussion. Historical and contemporary material will be examined to investigate issues such as the right to privacy, the nature and value of freedom, the justification of state officials, and rights and responsibilities of public officials and health professionals. Prerequisite(s): C EHC/ R PAD 101 or permission of instructor.

**C EHC 350 Cybersecurity Case Analysis —  
The Threat Within (3)**

A new operating reality is confronting public and private sector organizations and institutions of all shapes and sizes everywhere: the threat from within that is able to exploit and expose an organization’s greatest competitive edge — the “secret sauce.” Initially many experts thought of the insider threat challenge as a technical problem to solve. However, if there is anything that one of the largest and most damaging data breaches in U.S. Government history — Edward Snowden — has taught us, it is that this challenge is simply not one dimensional. Insider threats can surface at the strategic, operational and tactical layers of an organization, and therefore, the solution needs to be comprehensive, logical, and balanced. In this course, students from a variety of disciplines will work in teams

of six to eight students with course faculty, student liaisons, and industry experts as mentors using an online/cloud communication platform. The goal of the course is to enable students to analyze realistic case scenarios and identify the depth and breadth of the cybersecurity challenge from multiple perspectives. Students will focus on the interrelated dimensions of the threat (which may include but are not limited to technical, procedural, legal, behavioral, skills/proficiencies) and the spectrum of constituent cyber domains/functional areas in which to identify solutions. May not be taken by students with U UNI 350 with the same topic during 2016. Prerequisite(s): sophomore, junior, or senior standing.

**C EHC 355 Comparative Homeland Security (3)**  
Studying the cultural, historical and political differences from different countries, students will be able to determine the shared characteristics they play with the U.S. and be able to determine the relevance with current homeland security policies. Students will be able to analyze different policy issues, including both political and public policies

**C EHC 356 Transnational Crime (3)**

This class introduces the major ideas and problems associated with the study of international and transnational crime in the context of global politics. It will examine transnational criminal activities, illicit markets, those individuals and organizations involved in such crime, and how governments attempt to respond to and cope with such criminality. Prerequisite(s): junior or senior standing.

**C EHC 389 (= H SPH 389) Introduction to  
Emergency Health Preparedness and Response (3)**

This course provides an introduction to emergency preparedness and response to health threats including natural disasters, infectious diseases, acts of terrorism, and biological, chemical, nuclear, and radiological events. Federal, state, and local policies underlying emergency management and preparedness are reviewed. The course discusses the distinct contributions of the various sectors of the emergency preparedness and response workforce including public health, healthcare, and emergency management personnel. The importance of community engagement and strong private and public collaborations for effective emergency preparedness and response is discussed. The crucial role of social and cultural factors, including health and healthcare disparities, in emergency preparedness and response are emphasized throughout the course. Current and past catastrophic events in the U.S. and in other countries are examined. Students apply the course content to a simulated catastrophic event of their choice. Only one version may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor.

**C EHC 390 Internship Experience in  
Emergency Preparedness, Homeland Security  
& Cybersecurity (3)**

This course is intended to give students an opportunity to effectively apply what they have learned in their classroom studies through

work in relevant professional settings. Students will work with the staff of the College of Emergency Preparedness, Homeland Security and Cybersecurity to secure placement at an off-campus agency or organization, including public, private, and not-for-profit organizations. Alongside that internship, there will be an accompanying class meeting in which students will integrate the theoretical concepts that they have learned in their courses with the practical experience of their internship as well as engage in career preparation activities. Prerequisite(s): C EHC/R PAD 101 and junior or senior standing. S/U graded.

**C EHC 393 Simulation: Building Security and  
Preparedness (3)**

This is an intensive four week course that provides the student with an opportunity to blend “practice” with “theory” through a mix of high-end simulations and other blended learning activities. The course is typically offered in four week blocks of time and includes a blend of on-line readings, discussions, and related activities, capstone writing activities, and a residential one week mix of face-to-face classroom instruction with intensive simulation activities. The topics for the simulation course will vary with each one focusing on a core theme within the emergency preparedness, homeland security and cybersecurity framework. This course may be repeated once for credit when content varies. Prerequisite(s): junior or senior standing or permission of instructor.

**C EHC 399 Selected Topics in Emergency  
Preparedness, Homeland Security  
& Cybersecurity (3)**

This course is designed to discuss selected topics in the fields of emergency preparedness, homeland security and cybersecurity. Through the lectures, readings and class discussions students will develop a broad understanding of the different fields and their specific topics. The topics will be selected and announced by the instructor when offered. May be repeated for credit if content varies.

**C EHC 410 Capstone Project in Emergency  
Preparedness, Homeland Security  
& Cybersecurity (3)**

Capstone Projects are designed to be the synthesizing educational experience for students majoring in Emergency Preparedness, Homeland Security, and Cybersecurity. The experience provides students with an opportunity to apply the skills and knowledge acquired in their academic careers to solve a problem for a client. The Capstone Project requires students to engage in higher-order intellectual activity such as analysis, synthesis, and evaluation in a new or novel situation. In addition, students are expected to communicate the results of this intellectual activity in oral or written form to an appropriate audience. Capstone Projects are student-centered experiences that demonstrate that the students have become *independent learners*. Prerequisite(s): C EHC/R PAD 101, C EHC 210, and C EHC 310 or permission of instructor.

**C EHC 445 (= R PAD 445) Principles and Practices of Cybersecurity (3)**

This course provides a broad introduction to cybersecurity and the way in which cybersecurity is viewed, studied, or executed by professionals in industry, government, the military, and academia. For students that approach the topic from a policy management perspective, this class will enhance their understanding of the interaction between social, technical, policy, and management factors that affect the creation and management of secure cyber infrastructure. A brief introduction to the technical side of cybersecurity will be provided. The course will offer technically advanced students an opportunity to better understand management, policy, and political equities involved in cybersecurity. Students approaching the subject from either the technical or policy/management perspective will be equipped to take more advanced technical courses in a multitude of disciplines that make up cybersecurity. Only one version may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor.

**C EHC 449 (= R PAD 449) Cybersecurity: Long Term Planning and Risk Management (3)**

The goal of this course is to equip decision makers with the principles and methods that will allow for more informed budget decisions as it relates to cybersecurity. First this class will review budgeting basics as well as the core of budgeting for information technology and cybersecurity. Then the class will examine risk management as a total program component of cybersecurity as well as apply it to the budgeting process. Finally the class will take a comprehensive approach to managing IT/IS projects from a risk management, budgeting, and procurement point of view. Only one version may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor.

**C EHC 455 (= R PAD 455) Disaster, Crisis and Emergency Management and Policy (3)**

The course studies the policies, statutes and priorities established by federal, state, and local governments to plan and prepare for emergencies, disasters, and catastrophic events caused by nature, technology, or humans. The course's scope will include all mission areas established by the U.S. Department of Homeland Security and prioritized by the New York State Division of Homeland Security and Emergency Services as an example of state policies. The course will rely heavily upon primary source documents, and will involve simulations. Only one version may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor.

**C EHC 456 (= R PAD 456) Homeland Security Intelligence (3)**

This course examines homeland security intelligence at the Federal, State, and local levels. It begins with an overview of the U.S. foreign intelligence community, its mission, history, structure, and capabilities. The course will examine how this community's composition and structure have changed as its mission was fundamentally altered twice, first with the end of the

Cold War and then with the rise of terrorism. Next, it looks at the capabilities of new producers of terrorism related intelligence at federal law enforcement agencies and at the Department of Homeland Security. The main thrust of the course is intelligence at the state and local levels. The federal government has worked with the states to create significant intelligence capabilities outside the beltway since the events of 9/11/2001. This course identifies and discusses the state and local customers for homeland security intelligence and examines the degree to which these intelligence requirements are being met. Only one version may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor.

**C EHC 457 (= R PAD 457) Intelligence Analysis for Homeland Security (3)**

This course provides instruction in conducting intelligence analysis, with emphasis on homeland security issues at the state and local levels. After an overview of the history and structure of the U.S. foreign intelligence community, the class will review the fundamentals of intelligence analysis tradecraft as practiced within the CIA and other federal intelligence agencies. Extensive time is devoted to learning and using structured analytic techniques through student-led analytic exercises on terrorism and major crimes. Only one version may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor.

**C EHC 458 (= R PAD 458) Intelligence & U.S. National Security Policymaking (3)**

This seminar examines the role of intelligence in the formulation and implementation of U.S. foreign policy. Through critical analysis and case studies, students will develop techniques to increase intelligence's contribution to policy deliberations while ensuring that it does not prescribe policy. The course will assess the most appropriate role for the CIA and the intelligence community in supporting this executive branch process. After an overview of the CIA, its functions, structure, and capabilities, the class reviews the U.S. foreign policy process, key players, and institutional bias. The bulk of the course is devoted to a series of mock intelligence and policy meetings on the Bosnia, Kosovo, Afghanistan, and Iraq crises to critically analyze the CIA's proper role in supporting the policy process. Only one version may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor.

**C EHC 459 (= R PAD 459) Homeland Security: Building Preparedness Capabilities (3)**

The short but significant history of the creation of the U.S. Department of Homeland Security (DHS) will serve as the starting point for this course which will provide a comprehensive and functional approach to understanding this department and its role. The preponderance of time will be spent in developing an understanding of the nation's effort, led by DHS, to develop preparedness capabilities to prevent, protect from, respond to, and recover from high consequence events caused by acts of

terrorism, natural disasters, and accidents. The course will rely heavily upon scenario-based activities and case studies to guide the student through the DHS maze and the nation's preparedness efforts at the federal, state, and local levels. Only one version may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor.

**C EHC 469 (= R PAD 469) Cyber Threats and Intelligence (3)**

Cyber threats currently are posed by state and non-state actors whose motivations include financial gain, notoriety, social activism, espionage, and even revenge. This course will examine cyber threats from different angles to introduce students to today's actors; motivations; tactics, techniques, and procedures (TTPs); and mitigation techniques, while providing insight into the impact of cyber crimes on victim organizations and employees. A variety of case studies will be used to study how TTPs are applied, and aid students in understanding attack consequences, responding agency abilities, and the various protection, mitigation, and remediation measures. The course will also examine models of cyber activity, as well as how models from other fields can be applied to thinking about cyber threats. The objective of the course is to provide students with a foundation for leading their organization in prevention, mitigation, and remediation of cyber-attacks. Only one version may be taken for credit. Prerequisite(s): junior or senior standing or permission of the instructor.

**C EHC 471 (= R PAD 471) Military Forces in Support of Civil Authorities (3)**

This on-line course provides a comprehensive strategic level examination of the Homeland Security Enterprise and the methodology for integrating federal and state military forces in support of civil authorities during the planning, training, and response phases of emergency operations. Federal, state and local civilian authorities are responsible for preparing for and responding to natural and man-made emergency incidents and disasters. Emergency managers often include military forces in their emergency management planning and training programs as necessary to support potentially overwhelmed civilian first-responders during an incident. This course examines various agencies associated with homeland security and focuses on specialized military forces mission support sets such as Weapons of Mass Destruction, Critical Infrastructure Protection and defense of the homeland. Only one version may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor.

**C EHC 472 (= R PAD 472) Disasters and Crisis Management in the Public, Private and Nonprofit Sectors (3)**

This course will examine how disaster and crisis management has evolved over time in the public, private, and nonprofit sectors. It will begin by identifying key issues and challenges facing emergency managers and other crisis management professionals. Then the course will

systematically examine the similarities and differences across the various sectors and analyze contemporary trends and common challenges, to include risk management, crisis communication and crisis leadership. Through the use of conceptual models and real-world case studies, the application of theory and practice within the field will be further explored. The course will examine specific events, how organizations responded to those events, and how those events changed and shaped the organizations, and the discipline itself. Only one version may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor.

## Courses in Informatics

### I INF 100X Information in the 21<sup>st</sup> Century (3)

Introduction to information and technology in the 21<sup>st</sup> Century. Different resources, including the Internet, libraries, news sources and other sources of information, hardware, and Web 2.0 technologies will be explored. The primary emphasis of the class is on discovering reliable information sources for any and all subjects so that a student's future research and other pursuits are supported by the methods developed in this course. Each student is called upon to fortify their own individual communication and reasoning skills and will demonstrate the use of those skills through course assignments, class presentations and group activities.

### I INF 108 Programming for Problem Solving (3)

Ever thought about a problem and said, "There should be an app for that"? This course provides an introduction to computer programming using modern programming languages as a way to solve problems. It focuses on programming concepts and fundamentals within the context of solving real world problems.

### I INF 124X (= I CSI 124X) Computer Security Basics (3)

An introduction to security in computer and network systems for a general audience. The operation of computers and networks is explained to show how they are the basis for attacks. The course will confer a basic but comprehensive understanding of how cybersecurity attacks (e.g., viruses, worms, denial of service) work. It will also cover aspects of privacy and other human elements of cybersecurity. Takes a general approach that will result in students prepared to learn about and defend themselves from current and future attacks.

### I INF 131 (= I CSI 131) Introduction to Data Analytics: Seeking Information in Data with Computation (3)

This course will offer an introduction to the key terms, concepts and methods in data analysis, with an emphasis on developing critical analytical skills through hands-on exercises of actual data analysis tasks. In addition, students will learn and practice basic programming skills to use software tools in data analysis. Most importantly, this course aims to help students look at the data and their analysis from new points of view, and nurture a habit of finding relevant patterns in large data sets with appropriate

analysis steps. This ability becomes particularly important when facing large amounts of data, be they from natural or social science, engineering or business.

### I INF 196 Beginning Special Topics in Informatics (3)

The contents of this course will vary from semester to semester. Each offering will cover an introductory topic in Informatics. May be repeated for credit when content varies. May not be offered in 2018-2019.

### I INF 197 Beginning Mini Special Topics in Informatics (1)

The contents of this course will vary from semester to semester. Each offering will cover an introductory topic in Informatics. May be repeated for credit when content varies. May not be offered in 2018-2019.

### I INF 200 Research Methods for Informatics (3)

In this course students will gain an understanding of key methods and techniques in research and will prepare to critically evaluate and engage in research. Topics covered will include: identifying and articulating research problems, posing research questions, research design, data collection strategies, quantitative and qualitative analyses, interpreting results of analyses, and concerns in human subject research. Prerequisite(s): I INF 100.

### I INF 201 Introduction to Web Technologies (3)

A technique-oriented introduction to client-based Web design and development technologies, including HTML/XHTML, CSS, JavaScript, digital imaging, file formats, etc.; also the elements of UNIX and networks necessary to understand and implement basic information management and transfer. Prerequisite(s): I INF 100X; not open to students who are taking or have completed I IST 361.

### I INF 202 Introduction to Data and Databases (3)

This course introduces students to data and databases. It covers both long-standing relational (SQL) databases and newly emerging non-relational (NoSQL) data stores. The nature of data, Big Data, intellectual property, system lifecycle, and development collaboration are also explored. Team-based activities alternate with hands-on exercises. Prerequisite(s): I INF 108 or I CSI 101, 105, 110, I CSI/I CEN 201, or B ITM 215; not open to students who are taking or have completed I CSI 410 or 411 or B ITM 331.

### I INF 203 Introduction to Networks and Systems (3)

This course provides an introduction to computer networking and computer systems. The course covers the fundamentals of networked computing systems with an emphasis placed on the basics of network protocols and how they operate at all layers of the networking models. The course also introduces students to personal computer internal system components, storage systems, peripheral devices, and operating systems from an introductory computer architecture perspective. Prerequisite(s): I INF 108 or I CSI 105 or I CSI/I CEN 201.

### I INF 300 Probability and Statistics for Data Analytics (3)

Probability and statistical methods applied to the analysis of various kinds of data. Includes underlying theoretical justification and appropriateness for different models and analyses. Conceptual and implemented approaches to data analysis. Prerequisite(s): A MAT 108, I CSI/I INF 131.

### I INF 301 Emerging Trends in Information and Technology (3)

This course is designed to address challenges of the 21<sup>st</sup> century from the information science framework. The class will explore emerging technologies and discuss how they alter and create new information environments. Examples of these technologies include Big Data, 3D Printing, Social Media, Wearable Computing, etc. Attention will be paid to real world uses of these technologies, emphasizing how they are changing business, education, and government, including implications for emergency preparedness, homeland security, and cybersecurity. This course also focuses on career paths for digital citizens in the 21<sup>st</sup> century. Prerequisite(s): I INF 100X or I IST 100X.

### I INF 302 Human-Computer Interactive Design (3)

This course examines human factors, Human-Computer Interaction aspects of application domains, human-centered evaluation, developing effective interfaces, accessibility, emerging technologies, and human-centered computing. Students learn several techniques for rapid prototyping and evaluating multiple interface alternatives and principles of visual design. Information visualization, user-interface software architecture, and formal methods in HCI will be explored. Prerequisite(s): I INF 301.

### I INF 303 Intermediate Networking (3)

This course is designed to convey the essentials of data communication networks. It will cover concepts, technologies and architectures. There will be practical lessons built into the semester's topics and assignments whenever possible. This course will build on the networking knowledge gained in I INF 203, covering the major conceptual areas balanced with practical discussions and exercises. It will also discuss important network management topics such as domain management and security. Prerequisite(s): I INF 203. Students who have taken I INF/IST 423 may not take I INF 303 for credit.

### I INF 304 Intermediate Hardware and Operating Systems (3)

The primary objective of this course is to provide the student with a detailed understanding of computer systems from an architectural perspective. The material covered in this course, which builds on that learned in I INF 203, is intended to form a foundation of technical knowledge for systems analysis, design, configuration, selection, and management. The primary emphasis is expanding students' technical knowledge of hardware and system software, with topics including advanced digital circuits, integrated circuits, application development, operating systems, file systems, and systems

security. Prerequisite(s): I INF 203. Students who have taken I INF/I IST 424 may not take I INF 304 for credit.

### **I INF 305 Digital Project Management (3)**

This course provides an introduction to current practices in project management with a focus on the management of digital projects. It is intended to provide a broad overview of the concepts, issues, tools and techniques related to the management of digital projects from concept to completion. Topics covered include project manager role/responsibilities, project team structure, project documentation, project phases/SDLC, project management methodologies, troubled projects, digital analytics and more. Prerequisite(s): I INF 201 and I INF 202.

### **I INF 306 Information Security and Assurance (3)**

Technical aspects of cybersecurity in computer and network systems. The nature of attacks and defense in digital systems; models of vulnerabilities, threats and security; cryptography; forensics; security policies and procedures; software and network security. Prerequisite(s): I INF 202.

### **I INF 307 Current Topics in Social Media (3)**

In this course students will explore current topics and trends in social media. An emphasis will be placed on investigating and evaluating multiple social media outlets, writing across social media platforms, and current trends in managing social media programs and understanding the implications for emergency preparedness, homeland security, and cybersecurity. Prerequisite(s) I INF 301.

### **I INF 308 Programming for Informatics (3)**

Computer programming in an Informatics environment. The fundamentals of programming, including introduction to algorithms, object-oriented design, and data structures. Additional topics include basic interface design, security, networking, use of data bases, and mobile and other non-traditional computing platforms. Prerequisite(s): I INF 108 or I CSI 105 and I INF 100.

### **I INF 362 Intermediate Interactive Design (3)**

A technique-oriented intermediate exploration of client-based and server-based Web design and development technologies, using current and emerging technologies. Design, planning, security and management of websites will also be examined. Prerequisite(s): I CSI 101, 105, 110, I CSI/I CEN201, or I INF 201.

### **I INF 363 Digital Design (3)**

Students apply design theory to the development and delivery of digital media with emphasis on digital imagery, video, and music. Topics may include consumption of digital media on a variety of devices, creation, acquisition, editing and processing of digital content. Students will develop an appreciation for the role that each media element may contribute to the final user experience. Students will cultivate an understanding of how public policy issues apply to technology, in particular copyright, privacy and freedom of expression. Prerequisite(s): I INF 201.

### **I INF 395 Internet Practicum (3-6)**

The course provides students the opportunity to work as a teaching aide and lab assistant in information science. Students will hold weekly lab assistant hours, monitor and respond to student questions on the class listserv, and provide feedback to the course instructor. May be repeated for credit up to a total of 6 credits with permission of department. Prerequisite(s): a grade of B or higher in I INF 100X and permission of instructor. *S/U* graded. May not be offered in 2018-2019.

### **I INF 401 Case Studies in Digital Citizenship (3)**

The purpose of this course is for students to explore topics related to digital citizenship through the close examination of case studies. Students will be asked to look to current issues and cases involving digital citizenship and apply themes, such as the ethical use of information, in their examination and discussion of them. Prerequisite(s): I INF 301.

### **I INF 403 Advanced Networking and Security (3)**

This course is designed to provide an advanced coverage of networking with a specific focus on network security and cryptography. This course builds on the concepts and issues examined in I INF 404. Networking security is examined through a study of digital signatures and certificates, authentication protocols, and firewalls and key establishment and management. Also considered are security issues related to people's use of computer networks, communication channels, mobile devices, and the Internet. Also examined are new access control paradigms such as Java security and .NET security. Prerequisites: I INF 303, I INF 404, and some programming experience.

### **I INF 404 Advanced Systems and Security (3)**

This course is designed to provide an advanced coverage of systems with a specific focus on cybersecurity. Engineered security is examined through the application and introduction to authentication protocols and intrusion detection for Unix, Windows, databases, and general software security. Also considered are security issues related to people's use of systems including policies and practices for password management and protecting privacy rights. Students also study options for maintaining business continuity in the event of a disruption of business operations. Security models such as Bell-LaPadula are introduced and studied. Specific case studies are used to highlight the choices that must be made to balance operational efficiency of business functions with protecting the business from the onslaught of security threats. Prerequisite(s): I INF 304 and some programming experience. May not be offered in 2018-2019.

### **I INF 407 Modern Issues in Databases (3)**

This is an advanced undergraduate course to introduce the students to emerging topics in database systems. This course is especially designed for junior/senior students with emphasis on advanced concepts and algorithms in database systems, topics that are state-of-the-art research, or recent seminal contributions in the broad field of database and information

systems and will include discussions of security and privacy of information data systems. Prerequisite(s): I INF 202 and I CSI/I INF 131.

### **I INF 428 Analysis, Visualization, and Prediction in Analytics (3)**

Principles of data analysis, emphasizing modern statistical and machine-learning based approaches. Also, the important role of simple analyses and visualization to gain an overall understanding of data sets, regardless of size. The role of analytics in creating predictive models of phenomena. The importance of understanding the nature of the data and other methodological considerations. Prerequisite(s): I INF 300 and I INF 407.

### **I INF 451 (= A PHY 451 & I CSI 451) Bayesian Data Analysis and Signal Processing (3)**

This course will introduce both the principles and practice of Bayesian and maximum entropy methods for data analysis, signal processing, and machine learning. This is a hands-on course that will introduce the use of the MATLAB computing language for software development. Students will learn to write their own Bayesian computer programs to solve problems relevant to physics, chemistry, biology, earth science, and signal processing, as well as hypothesis testing and error analysis. Optimization techniques to be covered include gradient ascent, fixed-point methods, and Markov chain Monte Carlo sampling techniques. Only one of A PHY 451, I CSI 451, or I INF 451 may be taken for credit. Prerequisite(s): I CSI 101 or I CSI 201, A MAT 214, or equivalents, or permission of instructor.

### **I INF 452 Computer and Network Security (3)**

Theoretical, conceptual and practical aspects of computer and network security. The role of algorithms, systems, humans, software and hardware in computer and network vulnerabilities and defense. The two primary focuses of the course will be on the computer and networks, as centers of vulnerability and defense. The course will emphasize hands-on analysis of security issues. Prerequisite(s): I INF 306.

### **I INF 453 Information Security and Privacy (3)**

Security and privacy issues in computer and networked systems. The role of systems, design, implementation, etc. on data security in digital systems. Case studies of these roles and how they affect both data security and vulnerability. The legal and ethical aspects of data security and privacy. Prerequisite(s): I INF 306.

### **I INF 454 Human Aspects of Cybersecurity (3)**

The roles of individuals, groups, organizations and governments in computer and network security. How the interactions of these with the technical nature of digital systems in many cases forms the core of vulnerabilities. The trade-offs between security and various measures of utility. Conflicting definitions of security at different levels (e.g., governmental vs. individual). Societal measures and values of security. The course will feature case studies to explore many of these issues. Prerequisite(s): I INF 306.



**I INF 455 Prevention and Protection Strategies in Cybersecurity (3)**

The role of security policies and design strategies to minimize security vulnerabilities in computer and networked systems. The affected areas range from the overall design of systems, networking protocols, operating systems and applications software on individual computers to the role of coding standards and end user education in security. Prerequisite(s): I INF 306.

**I INF 462 Current Technologies in Interactive Design (3)**

Provides an advanced coverage of web design and development, with a focus on current technologies and processes. Students will develop skills on the use of software development practices such as agile development and test-driven development. Develop familiarity with current technologies in particular web-based and mobile applications. Prerequisite(s): I INF 362 and I INF 363.

**I INF 463 Professional Innovations I (3)**

Students from particular INF concentrations will represent their area of expertise on an individual or group project. The projects will either be real-life problems as presented by partnering external organizations or real-life problems as posed and solved by the group itself. A culminating paper, application, or presentation will be produced. The instructor will act as a mentor to the student teams and help to guide them through their projects. This is the first of a two-course series. Prerequisite(s): senior in Informatics major. May not be offered in 2018-2019.

**I INF 464 Professional Innovations II (3)**

Students from particular INF concentrations will represent their area of expertise on an individual or group project. The projects will either be real-life problems as presented by partnering external organizations or real-life problems as posed and solved by the group itself. A culminating paper, application, or presentation will be produced. The instructor will act as a mentor to the student teams and help to guide them through their projects. This is the second of a two-course series. Prerequisite(s): I INF 463, senior in Informatics major. May not be offered in 2018-2019.

**I INF 465 Senior Capstone in Informatics (3)**

Students create teams, each representing their specialization, to solve a current technology challenge. The purpose of this course is for students from all the different Informatics tracks to come together and work on a real world Informatics related problem. This course will require completion of 100 hours in a field placement. During their field placement students will work as part of a team comprised of their peers from other Informatics tracks to complete a capstone project. The project itself will be dictated by the individual needs of the placement and the strengths of the team. The Instructor of I INF 465 will act as a mentor to the student teams and help to guide them through their projects. May be repeated for credit up to a total of 6 credits with permission of department. Prerequisite(s): Informatics seniors only and instructor permission.

**I INF 466 Independent Research (3)**

Student-initiated research project under faculty guidance. Students will present their research as appropriate. May be repeated for credit up to a total of 6 credits with permission of department. Prerequisite(s): Informatics juniors and seniors only.

**I INF 467 Technology-Based Community Support (3)**

Students work on-site with a non-profit to provide technology support. Possible projects could include website creation and development, computer lab support, or networking. At least 100 hours/semester are required. Students will also meet with a faculty supervisor throughout the semester and complete a final presentation of their work. May be repeated for credit up to a total of 6 credits with permission of department. Prerequisite(s): Informatics juniors and seniors only.

**I INF 468 (formerly I IST 468) Undergraduate Internship (3)**

The internship has two components: (1) work experience in position related to students interests in computing and information. Interns are expected to spend 8 hours per week during the semester at their internship location; (2) academic seminar where students and faculty mentor meet together monthly to discuss their experiences and general career preparation topics. Assignments may include preparing a resume and cover letter, career development, assessing skills for and barriers to career development, and planning for graduate or professional school. Students are expected to research, identify and find their own possible internship opportunities. This activity will help students to identify their own career goals and manner in which they may best be achieved, and it will also help students to learn career preparation skills that will be useful after graduation. All internship opportunities must be reviewed and approved by appropriate faculty prior to course registration. May be repeated for up to 6 credits. Prerequisite(s): permission of instructor, junior or senior status and a minimum GPA of 2.50.

**I INF 469 Internship for Fully Online Students (9)**

The internship has two components: (1) work experience in position related to the Information technology track. Interns are expected to spend at least 24 hours per week during the semester at their internship location; (2) online academic seminar where students and faculty mentor discuss their experiences and general career preparation topics. Assignments may include preparing a resume and cover letter, career development, assessing skills for and barriers to career development, and planning for graduate or professional school. Students are expected to research, identify and find their own internship opportunities. This activity will help students to identify their own career goals and manner in which they may best be achieved, and it will also help students to learn career preparation skills that will be useful after graduation. All internship opportunities must be reviewed and approved by appropriate faculty prior to course registration. Prerequisite(s): permission of instructor, Informatics juniors and seniors only, IT online track only, fully online students.

**I INF 470 Physical Computing (3)**

This course introduces programmable micro-controllers, digital chips that are used to control electronics and robotics projects. In this course students will simultaneously develop the electronic circuits and associated software for controlling hardware components including sensors and mechanical parts. Topics include electronics fundamentals, analog/digital (A/D) devices, pulse-width modulation (PWM) and embedded programming. Course has hands-on lab setting with a final group project. Prerequisite(s): junior or senior status. May not be offered in 2018-2019.

**I INF 496 Intermediate Special Topics in Informatics (3)**

The contents of this course will vary from semester to semester. Each offering will cover an advanced topic in Informatics. May be repeated for credit when content varies. Prerequisite(s): permission of instructor, and junior or senior standing.

**I INF 497 Intermediate Mini Special Topics in Informatics (1)**

The contents of this course will vary from semester to semester. Each offering will cover an advanced topic in Informatics. May be repeated for credit when content varies. Prerequisite(s): permission of instructor, and junior or senior standing. May not be offered in 2018-2019.

**I INF 499W Senior Seminar in Informatics (3)**

This course helps students develop integral professional skills, including presentation of ideas through written and verbal communication, within an Informatics framework. Students will focus on a particular technology company or issue as a mechanism for developing critical thinking and teamwork skills. Prerequisite(s): Informatics seniors only.

**Courses in Information Studies****I IST 250/250U Social and Community Informatics (3)**

This course examines information technology from a social and community informatics perspective. Through appropriate readings in the field of information science, as well as in-class discussions, a field study observation, and community service project, students explore emerging technologies that have implications on individual identity, society, and policy development. Only one version of I IST 250 may be taken for credit. May not be offered in 2018-2019.

**I IST 402 History of Recorded Information (3)**

An introduction to the history of how human beings have created, maintained, and preserved information for personal, official, and cultural purposes. Topics include the development of writing, record keeping, and libraries; the emergence of printing and the history of the book; the evolution of record keeping by organizations, government, and individuals; and the impact of different technologies on the development of print and digital culture.

**I IST 433 Information Storage and Retrieval (3)**

An introduction to current practices in information retrieval. Topics covered include key concepts in information storage and retrieval, the document and query structure, matching mechanisms and formal retrieval models, output presentation, and the evaluation of system effectiveness. Includes an investigation of the inner workings of retrieval systems and search engines.

**I IST 457 Introduction to Legal Research (3)**

Examination and analysis of the basic and specialized information sources that provide a structure for legal research. Topics include court reports, digests, annotations, constitutions, Shepard's citations, loose-leaf reporters, legal encyclopedias and periodicals. Assignments in WESTLAW and LEXIS-NEXIS online databases will provide hands-on familiarity with computer-assisted legal research (CALR). May not be offered in 2018-2019.

**I IST 469/469Z Independent Study (1-3)**

Student-initiated research project under faculty guidance. May be repeated for credit up to total of six credits with permission of department. Prerequisite(s): written approval of the independent study proposal by a supervising faculty member and the department chair is required prior to registration. *S/U* graded.

**I IST 473Z The History of Children's Literature (3)**

Selected literature for children in English from the beginnings to the early 20<sup>th</sup> century. Texts are selected to represent different historical periods and diversity of authorial perspectives; the key considerations are the quality of the literature and its historical significance. Attention is given to changing attitudes toward children as reflected in the books provided for them. Writing assignments will range from historical/critical analyses to reader-response essays. May not be offered in 2018-2019.

# College of Engineering and Applied Sciences

## Dean

Kim L. Boyer, Ph.D.  
Purdue University

## Associate Dean for Applied Learning and Cooperative Education

James Moulic, Ph.D.  
Polytechnic Institute  
of New York University

## Associate Dean for Research

Won Namgoon, Ph.D.  
University of Texas-Dallas

## Assistant Dean and Director of Finance and Administration

Diana K. Edelson, B.S.  
University at Albany

## Assistant Dean and Director of Communications and Marketing

Daphne Jorgensen, C.A.S., MLS  
University at Albany

Engineering can be described as “Science in Service to Society.” The College of Engineering and Applied Sciences is built to educate the next generation of innovators who will address problems of importance to society and build the national wealth. Starting from an existing core of strength in computational sciences and engineering, and identifying particular societal needs and opportunities in conjunction with colleagues across the university, the College of Engineering and Applied Sciences produces graduates prepared for successful careers in industry, government, academia, and research.

## Mission

The mission of the College of Engineering and Applied Sciences is to educate the next generation of engineering and scientific innovators, to conduct leading-edge research of societal significance within and across traditional academic disciplines, and to prepare our students to assume leadership positions in the creation, application, and use of technology. All our programs are constructed on rigorous scientific and mathematical fundamentals to prepare students for the arc of a three decade, or longer, career.

All College of Engineering and Applied Sciences courses are preceded by the prefix letter *I*.

## Department of Computer Science

### Faculty

*Distinguished Professor Emeritus*  
Richard E. Stearns, Ph.D.  
Princeton University

*Distinguished Teaching Professor Emeritus*  
Sekharipuram S. Ravi, Ph.D.  
University of Pittsburgh

### Professors Emeriti

Dean N. Arden, Ph.D.  
Purdue University  
Neil V. Murray, Ph.D.  
Syracuse University  
Daniel J. Rosenkrantz, Ph.D.  
Columbia University  
Dan E. Willard, Ph.D.  
Harvard University

### Professors

Paliath Narendran, Ph.D.  
Rensselaer Polytechnic Institute  
Tomasz Strzalkowski, Ph.D.  
Simon Fraser University  
Dan E. Willard, Ph.D.  
Harvard University

### Associate Professors Emeriti

Seth D. Chaiken, Ph.D.  
Massachusetts Institute of Technology  
Edwin D. Reilly, Ph.D.  
Rensselaer Polytechnic Institute  
Lenore M. Restifo Mullin, Ph.D.  
Syracuse University

### Associate Professors

Pradeep Atrey, Ph.D.  
National University of Singapore  
Peter A. Bloniarz, Ph.D. (Collins Fellow)  
Massachusetts Institute of Technology  
Mei-Hwa Chen, Ph.D.  
Purdue University  
Jeong-Hyon Hwang, Ph.D.  
Brown University  
Siwei Lyu, Ph.D.  
Dartmouth College

### Assistant Professors

Petko Bogdanov, Ph.D.  
University of California  
at Santa Barbara  
Ming-Ching Chang, Ph.D.  
Brown University  
Charalampos Chelmiss, Ph.D.  
University of Southern California  
Feng Chen, Ph.D.  
Virginia Polytechnic Institute  
and State University  
Chinwe Ekenna, Ph.D.  
Texas A&M University

Amirreza Masoumzadeh, Ph.D.  
University of Pittsburgh  
Shaghayegh Sahebi, Ph.D.  
University of Pittsburgh  
Mariya Zheleva, Ph.D.  
University of California  
at Santa Barbara

### Professors of Practice

Vladimir Kuperman,  
Doctor of Science  
Ministry of Education  
of Russian Federation  
Jackson Marques de Carvalho, Ph.D.  
Western University

### Lecturers

Michael Phipps, MS  
University at Albany  
Qi Wang, MS  
California State University,  
at Northridge

### Affiliated Faculty

George Berg, Ph.D.  
Northwestern University

*Adjuncts (estimated): 12*

*Teaching Assistants (estimated): 16*

Courses offered by the Department of Computer Science provide an introduction to the theory and practice of computing. The ability to use computer programming languages, data structures, multiple levels of system organizations, and principles of computer science is developed in major courses by the completion of programming assignments, problem solving exercises, and projects. Non-major students may elect courses covering aspects of information and the modern digital computer broadly, or on particular areas of computer science, or complete a Computer Science minor for a flexible combination of depth and breadth. For majors there is a Bachelor of Arts major program, and two Bachelor of Science combined major and minor programs, one in Computer Science and the other, interdisciplinary, in Computer Science and Applied Mathematics.

## Course Progression Restrictions

A grade of *C* or *S* or better in courses I CSI/I CEN 210, I CSI/I CEN 213, and I CSI/I CEN 333 or their transfer equivalents is a prerequisite for certain succeeding courses that are required in one or more of the programs below. See the course descriptions for details. In unusual situations, such prerequisites might be waived by the department on recommendation of

the succeeding course instructor. Students who do not achieve *B* or better grades in I CSI/I CEN 201, I CSI/I CEN 213, and I CSI/I CEN 333 are strongly advised to consider other majors besides Computer Science because such students often fail upper level Computer Science courses required for graduation.

## Degree Requirements for the Majors in Computer Science

### Bachelor of Arts in Computer Science (CSI)

The Bachelor of Arts program can provide a liberal arts education with some specific studies in computer science or it can combine computer science with its applications into areas such as informatics, information science, business, scientific research or creative arts depending on the student's choice of minor, or of a second major. Some course choices are provided in advanced requirements so the student can choose between an emphasis on lower level systems or abstract programming principles, or an emphasis on design and implementation of familiar kinds or computing applications.

**General Program B.A.:** a minimum of 41 credits as below plus the completion of an approved minor whose courses do not overlap with any of the courses used to complete this major. (See your advisor to find an addition or substitution in case your minor requires a course from those below.)

- **Computer Systems and Science Core** (18 credits): I CSI/I CEN 201, I CSI/I CEN 210, I CSI/I CEN 213, I CSI/I CEN 333, and I CSI/I CEN 404
- **Programming Principles and Practice** (3 credits): one of I CSI 311 or 405
- **Intensive Software Development** (3 credits): one of I CSI 402 or 418 or other course with intensive software development as approved by the department
- **Mathematics** (11 credits): A MAT 111 or 112 or 118; 113 or 119; and 367
- **Electives** (6 credits): two I CSI courses numbered 400-470 or 500-550 or specially approved by the department

### Bachelor of Science in Computer Science (CSCOMB)

The combined major and minor program in computer science integrates computer science with diverse sciences consisting of university physics, laboratory science, plus a flexible choice of two science courses

at the undergraduate major level. Social aspects of computing, a mix of mathematics, theory and practice, and advanced electives complete the program.

The program provides excellent career-long preparation for new, unexpected trends in computing, information, their technologies, and related developments and applications in science. It also prepares the graduate for admission to high quality graduate programs in computer science at the Masters or Ph.D. level, and for the advanced Graduate Records Examination in computer science. Strong students in this program are encouraged to apply for the B.S./M.S. program in Computer Science.

**General Program B.S. (combined major and minor sequence):** a minimum of 73 credits as follows:

- **Computer Systems and Science Core** (24 credits): I CSI/I CEN 201, I CSI/I CEN 210, I CSI/I CEN 213, I CSI/I CEN 333, I CSI 403, I CSI/I CEN 404, and I CSI 409
- **Programming Language Principles** (3 credits): I CSI 311
- **Intensive System Software Development** (3 credits): I CSI 402
- **Mathematics** (17 credits): A MAT 111 or 112 or 118; 113 or 119; 220; 367; A MAT 214 or 3 credits from any A MAT courses numbered 300 or above
- **Physics and Laboratory Science** (8 credits): A PHY 140 or 141; 145; 150 or 151; and 155. Students who took Physics I or II without a laboratory can substitute 1 credit of other laboratory work for each of the A PHY 145 and A PHY 155 requirements
- **Science Sequence** (6 credits): one pair of related major biological, physical, or engineering science courses (not in mathematics or computer science) as approved by the department. Approved pairs include A BIO 120 and 121, A PHY 240 and 250, two courses from A PHY/I CEN 353, A PHY 415, and 454, or others as advised
- **Social Aspects of Computing** (3 credits): I CSI 300Z
- **Computer Science Electives** (9 credits): 6-9 credits must be from I CSI courses numbered 300-470 or 500-550 or specially approved. 3 credits may be in A PHY/I CEN 353 or A PHY 454 in digital hardware, or A PHI 432 in advanced logic

### Bachelor of Science in Computer Science and Applied Mathematics (CSMAT)

The interdisciplinary combined major and minor program in computer science and applied mathematics is a program providing a strong background in the theory and practice of computer science combined with those courses in mathematics which are most likely to be needed for advanced work in computer science, either in graduate study or industrial research and development. It is a good choice for students with particular interests in mathematics as well as computer science.

This program offers two concentrations: the General Concentration (CSMAT) and Data Analytics (CSMAT-DA)

These programs provide excellent preparation for the advanced Graduate Record Examination in computer science and will provide an attractive background for admission to high quality graduate programs in computer science. The mathematics portion of the program, with the appropriate selection of one or two electives, can provide a good mathematical background for work in operations research which is an important area of computer application in business, or for numerical computation in a variety of areas related to the scientific and engineering use of computers. The Data Analytics concentration provides a good background for work in data mining and data analysis, using data to inform business decisions.

**General Program B.S. (Combined major and minor sequence):** a minimum of 66 credits as follows:

- **Computer Systems and Science Core** (18 credits): I CSI/I CEN 201, I CSI/I CEN 210, I CSI/I CEN 213, I CSI/I CEN 333, I CSI 403
  - **Mathematics Core** (15 credits) A MAT 111 or 112 or 118, A MAT 113 or 119, A MAT 214, 220
  - **One Concentration** (33 credits)
- General Concentration**
- **Programming Language Principles** (3 credits): I CSI 311
  - **Intensive System Software Development** (3 credits): I CSI 402
  - **Mathematics and Computational Science** (21 credits): A MAT 367, 9 additional credits in A MAT courses numbered 300 or above, I CSI 401, I CSI/I CEN 404, I CSI 409

- **Computer Science or Mathematics Electives** (6 credits): two I CSI courses numbered 300-470 or 500-550 or specially approved, or A MAT courses numbered 300 or above, or A PHY/I CEN 353 or A PHY 454 in digital hardware, or A PHI 432

#### *Data Analytics Concentration*

- **Intensive System Software Development** (3 credits): I CSI 402 or I CSI 418
- **Data Mining** (6 credits): I CSI 410, I CSI 431
- **Probability for Statistics** (6 credits): A MAT 308 and A MAT 367 or A MAT 362 and A MAT 363
- **Advanced Level Statistics** (9 credits): A MAT 464, 465, and I CSI 451
- **Internship** (3 credits): I CSI 490
- **Electives** (6 credits): I CSI courses numbered 300-470 or 500-550, A MAT courses numbered 300 or above or other science courses specifically approved by the Computer Science and the Mathematics Departments

#### *Advanced Placement Substitutions and Specially Approved Electives for all majors:*

The Department may grant advanced placement credit substitutions, and/or replacement of up to 3 credits in Computer Science or Mathematics electives by credits in I CSI 487 or I CSI 488 for Honors majors, or I CSI 490, 497, or 499. Such permission will be granted on the basis of AP exam level, scores and departmental evaluations, the depth and breadth of the resulting program, and a superior grade record of the individual student.

#### *Graduate Course Equivalents*

Students admitted into the B.S./M.S. program in Computer Science, and seniors with instructor and departmental approval may substitute the graduate courses, below, for the indicated undergraduate required subjects. Other graduate courses may be taken for electives by such students. However only admitted B.S./M.S. students can apply credits (up to 12) from such graduate courses to an Albany graduate degree. All qualified B.S. majors are encouraged to enter the B.S./M.S. and/or Honors programs in order to maximize their opportunities, even if they do not intend to complete the M.S. degree at Albany. Non-B.S./M.S. students eventually admitted to the graduate programs will have to make up the graduate credits but not retake the courses.

I CSI 501 for 401  
I CSI 503 for 403  
I CSI 509 for 409  
I CSI 518 for 418  
I CSI 519 for 311  
I CSI 551 for 451  
A MAT 560 for A MAT 464  
A MAT 565 for A MAT 465

Consult the Mathematics Department for information about the Combined B.S. in Computer Science and Applied Mathematics with an M.A. in Mathematics.

### **Honors Program**

The Computer Science Departmental honors program is an opportunity for qualified students to undertake research or innovative development projects at the undergraduate level, under individualized guidance of computer science faculty, and gain recognition by presenting their accomplishments in a public forum and by a transcript designation. The honors seminars and projects are often conducted within research groups comprised of computer science and interdisciplinary faculty, graduate students, and other undergraduates.

Students are encouraged to enroll in the Combined B.S./M.S. Program together with this honors program. Combined B.S./M.S. students can substitute some graduate courses for their undergraduate requirements. They might then earn an Albany Master of Science degree sooner by including up to 12 credits from those graduate courses. The honors and beginning graduate study together might also provide excellent preparation for admission to a national research internship program or a Computer Science Ph.D. program.

**Eligibility:** To be eligible for admission to the honors program in Computer Science, a student must have a specific prospective faculty honors supervisor who conveys to the Department a statement of permission and agreement to engage in a specific research specialization area. Prior to admission the student must first have declared one of the Bachelor of Science major programs in Computer Science; must have completed the following courses with a GPA of at least 3.50: I CSI/I CEN 201 (or AP), I CSI/I CEN 210, I CSI/I CEN 213, (or a 5 in the CS-AP AB exam), I CSI/I CEN 333, and preferably A MAT 118 and 119 although A MAT 111 or 112, and 113 are acceptable; and have an overall GPA of at least 3.25. Prospective honors students must identify and consult a prospective supervisor prior to honors admission, and should request admission during the semester when they will complete the

above courses so admission may be determined when all the required grades are in and the proposed area is evaluated.

### **Requirements:**

All the requirements for the chosen Bachelor of Science program must be completed with one or more elective courses chosen in consultation with the faculty to develop rigorous mastery in a disciplinary specialization. These courses may be either part of or in addition to the major, a minor, a second major, or graduate requirements. Admitted departmental honors students in the 73 credit Bachelor of Science Combined Major and Minor in Computer Science may use I CSI 487 for one of the three Computer Science electives in that program. Students in the 66 credit Computer Science and Applied Mathematics program must take its two electives in addition to I CSI 487.

- Three credits of Honors Seminar (I CSI 487): as part of this course, students will do independent study in preparation for research or innovative development projects under the supervision of a faculty member, and to present a colloquium on the topic. See the catalog description.
- At least three credits of honors or graduate project work (I CSI 488Z and/or I CSI 68x and/or I CSI 699): students will be required to pursue research or innovative development under the supervision of a faculty member and submit a final report describing their original work and its background. The courses necessarily have significant writing components. The student will be required to present a public seminar on project results. See the catalog descriptions.
- A GPA of at least 3.50 in the Computer Science courses that go towards the B.S. major must be maintained to continue in the honors program and graduate with an honors major. The faculty supervisor must also certify to the department that the student completed and presented the project results satisfactorily.

### **Combined B.S./M.A. and B.S./M.S. Programs**

Two combined bachelor's/master's degree programs are available with the undergraduate major in computer science and applied mathematics. The combined B.S./M.S. program combines the undergraduate program in computer science and applied mathematics with the graduate program in computer science. The combined B.S./M.A. program combines

the undergraduate program in computer science and applied mathematics with the graduate program in mathematics.

Both programs provide an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of undergraduate and master's degree programs from the beginning of the junior year. A carefully designed program can permit a student to earn the B.S. and M.S. or the B.S. and M.A. degrees within nine or ten semesters.

The combined programs require a minimum of 140 credits, of which at least 32 must be graduate credits. In qualifying for the B.S., students must meet all University and college requirements, including the requirements of the undergraduate major described previously, the minimum 60 credit liberal arts and sciences requirement, general education requirements, and residency requirements.

In qualifying for the M.S. or M.A., students must meet all University and college requirements as outlined in the Graduate Bulletin, including completion of a minimum of 32 graduate credits, and any other conditions such as a research seminar, thesis, comprehensive examination, or other professional experience and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.S. and M.S. or the B.S. and M.A. programs.

Students may apply for admission to either combined degree program at the beginning of their junior year or after the successful completion of 56 credits. A cumulative grade point average of 3.20 or higher and three supportive letters of recommendation from faculty are required for consideration, but admission of a student who meets the minimum requirements is not automatic.

## Courses in Computer Science

### **I CSI 201 (= I CEN 201) Introduction to Computer Science (4)**

Computer algorithms and their representation. The principle of information hiding and its relation to program block structure. File structure and access methods. The efficient use of computational resources. Program development and style. Only one of I CEN 200 and I CEN/I CSI 201 may be taken for credit.

### **I CSI 203 Data Processing Principles (3)**

Introduction to systems analysis and structured programming techniques using COBOL (Common Business Oriented Language). Basic COBOL, table handling, sorting, file structures and maintenance, storage media, and basic functions of a multi-programming operating

system. Prerequisite(s): I CSI 101 or I CSI 110 or I CSI/I CEN 201. Normally offered spring semester only.

### **I CSI 204 Scientific Computing (3)**

An introduction to scientific computing using MATLAB. Contents include: basic MATLAB programming including MATLAB M-files and anonymous functions; graphics and visualization in MATLAB; elementary vector and matrix operations in MATLAB; elementary numerical analysis, e.g. Gaussian elimination with pivoting, the bisection and Newton's methods. Possible additional topics include brief introductions to vectorization and parallel numerical algorithms and numerical methods for ordinary differential equations. Prerequisite(s): two semesters of calculus; and I CSI 101, or I CSI 105, or I CSI/I CEN 201, or permission of instructor.

### **I CSI 205 Object Oriented Programming for Data Processing Applications (3)**

Introduction to object oriented programming, abstraction and system analysis techniques using an object oriented language such as C++ or Java. Basic syntax and semantics, classes, objects, arrays, and pointers. Modular software design using header or class files and separate compilations and linking. Use of standard class and function libraries and packages. Introduction to memory management and performance issues. Prerequisite(s): I CSI 101 or I CSI 110 or I CSI/I CEN 201. Normally offered fall semester only.

### **I CSI 210 (= I CEN 210) Discrete Structures (4)**

Proofs by induction; mathematical reasoning, propositions, predicates and quantifiers; sets; relations, graphs, and trees; functions; counting, permutations and combinations. Only one version may be taken for credit. Prerequisite(s): high school mathematics through precalculus. Prerequisite(s) or corequisite(s): A MAT 112 or A MAT 118.

### **I CSI 213 (= I CEN 213) (formerly I CSI 310) Data Structures (3)**

Commonly used abstract data structures and their implementation. The use of pointers and recursive programming. Stacks, queues, lists and trees, and their application to such problems as sorting and searching. Analysis of algorithms for using these structures. May not be taken by students with credit for I CSI 310. Must be completed with a grade of C or better in to register for I CSI 333. Prerequisite(s): I CSI/I CEN 201 or permission of department chair.

### **I CSI 300Z Social, Security, and Privacy Implications of Computing (3)**

The ethical and moral implications of using computers to affect the lives of individual and collective members of human society. Material drawn from a variety of topics, including security and privacy in computers, networks, security measures, and human users, data banks vs. rights to privacy, intellectual property, open vs. closed software, software piracy, unauthorized access, and other computer crimes. Prerequisite(s): I CSI 101, I CSI 110, I CSI/I CEN 201 or other hands-on course in programming and permission of the instructor.

### **I CSI 311 Principles of Programming Languages (3)**

Fundamental concepts and general principles underlying programming languages and their use as illustrated by Prolog and Lisp. Analysis and implementation of run-time environment including scope rules, binding, and parameter passing mechanism. Introduction to interpreters and compilers. Prerequisite(s): Grade of C or better required in I CSI/I CEN 210 and I CSI/I CEN 213.

### **I CSI 333 (= I CEN 333) Programming at the Hardware Software Interface (4)**

Instruction set architecture of contemporary computers; Boolean logic, memory, registers, instructions and interrupts. Assembly language programming; assembler passes, symbols, macros, function linkage and separate compilations. C language programming; syntax, control, types, abstractions, pointers and strings. Dynamic memory, standard and user written libraries. ANSI and C++ standards. Instruction set simulation. Only one version may be taken for credit. Prerequisite(s): a grade of C or better in I CSI/I CEN 213.

### **I CSI 400 (= I CEN 400) Operating Systems (3)**

Historical overview; operating system services; mass storage file organization; memory management in multiprogrammed systems; virtual memory; resource allocation; concurrent processes; deadlock detection and prevention; security; the design of contemporary operating systems such as UNIX. Only one version may be taken for credit. Prerequisite(s): I CSI/I CEN 333.

### **I CSI 401 Numerical Methods for Digital Computers (3)**

Study of practical methods for the numerical solution of a variety of problems on a digital computer. Topics covered will include roots of equations, numerical interpolation, numerical integration and differentiation; the evaluation of mathematical functions, least squares curve fitting; the solution of simultaneous linear equations, matrix inversion and linear programming. Prerequisite(s): A MAT 220 and I CSI/I CEN 213. Normally offered fall semester only.

### **I CSI 402 Systems Programming (3)**

Programming aspects of operating systems. Topics covered include implementation of storage management, resource allocation, multi-processing, scheduling, synchronization, inter-process communication, and terminal I/O. Emphasis on projects to enhance subject understanding, problem solving, and programming skills. Prerequisite(s): Grade of C or better required in I CSI/I CEN 333.

### **I CSI 403 Algorithms and Data Structures (3)**

Description of common data structures such as lists, push-down stores, queues, trees, and graphs. Definition of algorithm efficiency and efficient algorithms for integer and polynomial arithmetic, sorting, set manipulation, shortest paths, pattern matching, and Fourier transforms. Prerequisite(s): I CSI/I CEN 210 and I CSI/I CEN 213.

**I CSI 404 (= I CEN 404) Computer Organization (3)**

An introduction to the logical organization of the hardware components of computing systems. Topics include logic design from a functional point of view, data representation and processing, description of major components such as the central processing unit and memory, and control and communication within the components and in the system. Only one version may be taken for credit. Prerequisite(s): I CSI/I CEN 333 and I CSI/I CEN 210.

**I CSI 405 Object Oriented Programming Principles and Practice (3)**

Object oriented software design principles (abstraction, polymorphism and inheritance; design patterns) with emphases on how they are embodied in a contemporary programming language, the principles of the structure, features and operation of such languages and systems, and increasingly complex API examples, design and implementation problems and projects to build proficient design, problem solving, programming and technology skills. Class presentation and discussion of some team developed project designs. A brief review of Java basics is given but proficiency in Java is highly desirable for the current course. This is not a course for programming beginners. Prerequisite(s): C or better in I CSI/I CEN 213 or sufficient proficiency demonstrated to the instructor.

**I CSI 407 User Interfaces (3)**

The C programming language. Event-driven systems. Aspects of the UNIX operating system that support simulation of multi-tasking in a single processor environment. Window-oriented user interfaces. Pop-up/pull-down menus. Human factors in software engineering. Prerequisite(s): I CSI/I CEN 333.

**I CSI 409 Automata and Formal Languages (3)**

Introduction to the theory of computation. Models of computation including Turing machines and push-down automata will be examined along with their formal language counterparts such as context-free languages. Additional topics include unsolvability, computational complexity, and applications to computer science. Prerequisite(s): I CSI/I CEN 210.

**I CSI 410 Introduction to Databases (3)**

Introduction to using relational database software and database management systems. In-depth coverage of a practical Structured Query Language (SQL), physical and logical database design, rollback and recovery techniques, and access methods including interfaces to programming languages. Prerequisite(s): two semesters of course work in computer programming or equivalent experience. Familiarity with data structures and operating systems concepts is helpful but not required. Normally offered fall semester only.

**I CSI 411 Database Performance Principles and Transaction Management (3)**

Examination of database tuning principles and issues and how they apply to local and distributed transactional databases and data warehouses. Topics include locking and concurrency control, logging and recovery, query tuning,

indexing schemes, file partitioning, hardware considerations, and how the database manager interacts with the transaction manager and the operating system. Prerequisite(s): I CSI 410 or a strong working knowledge of SQL.

**I CSI 416 (= I CEN 416) Computer Communication Networks (3)**

Introduction to computer communication networks. Equal emphasis on all layers of the ISO reference model and the TCP/IP protocol suite. Topics include physical networks, sliding window protocols, remote procedure call, routing, naming and addressing, security, authentication, performance, and applications. Only one version may be taken for credit. Prerequisite(s): I CSI/I CEN 400 or I CSI 402, and A MAT 367 or A MAT 370.

**I CSI 417 Compiler Construction (3)**

Compilation vs. interpretation; lexical analysis based on finite automata; parsing; syntax-directed translation; symbol tables; run-time storage allocation; error detection and recovery; code generation and optimization. Prerequisite(s): I CSI/I CEN 333 and I CSI 409.

**I CSI 418Y Software Engineering (3)**

Software engineering principles, the role of abstraction in programming, abstract data types, modularization and module interfaces, specifications, and teamwork. Project work in contemporary concurrent and object-oriented languages. Prerequisite(s): I CSI 405. Normally offered fall semester only.

**I CSI 421 Discrete Mathematics with Applications (3)**

A deeper coverage of the content of I CSI/I CEN 210. Proofs by induction, recursive definitions, and combinatorial analysis. Introduction to recurrence equations, graph theory, and abstract algebra. Applications to proofs of correctness and analysis of combinatorial and algebraic algorithms. Prerequisite(s): I CSI/I CEN 210.

**I CSI 422 (formerly I CSI 302)****Introduction to Computer Graphics (3)**

Mathematics, data structures, algorithms, system architecture, and programming projects for implementing two and three dimensional computer graphics software. Rasterization, matrices, linear and projective transformations; clipping, removal of hidden lines and surfaces. Devices, event driven user interaction, and an introduction to window systems and visual programming tools. Prerequisite(s): A MAT 220 and I CSI/I CEN 213, or permission of the instructor.

**I CSI 424 Information Security (3)**

This course covers the broad spectrum of technical issues surrounding computer security and intrusion detection. Topics considered include: viruses, worms, host- and network-based vulnerabilities and countermeasures, database security, intrusion detection, and privacy and legal issues. Facilities for securing hosts and limiting vulnerability are also discussed. Unlike in a systems administration class, detailed operational issues are not discussed. Prerequisite(s): I CSI/I CEN 400 or I CSI 402.

**I CSI 426 Cryptography (3)**

The making of ciphers to encode information is the subject of cryptography. This course covers the field from its origins in early historic times through its most up-to-date implementations and uses in digital computers. Various ciphers will be shown and their security assessed. This latter is known as cryptanalysis – the attempt to break a cipher in order to read the underlying message. The course will emphasize how cryptography and cryptanalysis are intimately related, and how the arms race between the two has motivated progress throughout their history. Prerequisite(s): I CSI/I CEN 333. Corequisite(s): I CSI 403.

**I CSI 430 Introduction to Mathematical Logic (3)**

Topics include logical validity, logical consequence, computerized theorem proving, compactness, soundness, consistency, completeness and incompleteness in the context of propositional logic, first order logic, Frege-Hilbert deduction, and computerized Semantic Tableaux deduction. This course will survey Goedel's Completeness and Incompleteness Theorems along with decidability, undecidability, and a classification of theoretically computable and uncomputable problems. Prerequisite(s): I CSI/I CEN 210 and permission of instructor.

**I CSI 431 Data Mining (3)**

A course on data mining (finding patterns in data) algorithms and their application to interesting data types and situations. We cover algorithms that address the five core data mining tasks: prediction, classification, estimation, clustering, and associations. Course projects will involve advanced topics such as algorithm developments for handling large data sets, sequential, spatial, and streaming data. Prerequisite(s): I CSI/I CEN 213 and one of I CSI 401 or A MAT 220. Familiarity with Python (or similar scripting language) as well as elementary statistics (e.g. A MAT 370) is also necessary. Contact the instructor for exceptions.

**I CSI 432 Network Science (3)**

Social networks have become important tools for analyzing a wide array of human behaviors and interactions. This course will consider networks arising in many different contexts (e.g. worldwide web, viral marketing, sociology, epidemiology) and present techniques for analyzing such networks. The goal is to understand how the structure of a network influences its behavior. The course will cover the necessary background material in graph theory. Prerequisite(s): I CSI 403 or permission of instructor.

**I CSI 433 Theory and Practice of Multimedia Computing (3)**

This course lays the foundation for students to conduct research in the area of multimedia computing applications. Multimedia computing involves automated processing and analysis of multiple types of data such as text, images, and videos and audio, in a way that whole is greater than the sum of its parts. The course covers state-of-the-art computational techniques and algorithms for multimedia content processing, compression, networking, fusion, summarization, search and retrieval applicable to

different areas such as social media, homeland surveillance and cyber security and privacy. The objective of this course is to prepare students to i) understand the theoretical foundation of multimedia computing, and ii) apply computational tools such as Matlab and Intel OpenCV to the processing and analysis of multimedia data. Prerequisite(s): I CSI/I CEN 213 or permission of instructor.

### **I CSI 435 Introduction to Artificial Intelligence (3)**

An introduction to the broad spectrum of approaches and techniques of Artificial Intelligence. Emphasis on how to represent knowledge in a computer and how to process that knowledge to produce intelligent behavior. Topics include expert systems, heuristic search, natural language processing and logic-based approaches. Programming assignments using artificial intelligence languages. Prerequisite(s): I CSI 311.

### **I CSI 436 Machine Learning (3)**

Machine learning is an important and rapid growing branch of artificial intelligence. The aim of machine learning is to design an algorithm that can extract information from the environment automatically and improve its ability to perform the intended task. Currently, machine learning has been applied in various fields including engineering, bioinformatics, data mining and neurosciences, to name a few. This course provides a broad introduction to machine learning. Specifically, topics that will be covered in the class may include: numerical optimization methods that are essential for machine learning algorithms dimension reduction methods; principal component analysis and ISOMAP classification methods; linear discriminant analysis, k-nearest neighbor classifier, and logistic regression methods; least squares regression, ridge regression, and l1 regularized least squares regression (LASSO) clustering methods; k-means clustering and EM algorithm neural networks support vector machines for classification and regression. Prerequisite(s): A MAT 214, A MAT 220, A MAT 367, and I CSI 401.

### **I CSI 440 High Performance Scientific Computing I (3)**

Introduction to distributed, shared memory, and non-uniform memory advanced architectures, advanced networks, advanced parallel and distributed languages supporting scientific computing. Basic linear algebra algorithms and their relation to decomposition, memory, access patterns, and scalability. High-level prototyping languages, experimental methods, performance analysis, and polyalgorithm design. Prerequisite(s): I CSI/I CEN 213, I CSI 401, A MAT 220 and knowledge of numerical methods and Fortran; or permission of instructor.

### **I CSI 441 High Performance Scientific Computing II (3)**

Numerical methods for ODEs, PDEs and transforms (FFT) suitable for advanced parallel and distributed computing. Explicit versus implicit message generation and processing in distributed computing environments. Advanced

experimental methods. High Performance Fortran, F90 and MPI. Prerequisite(s): I CSI 440.

### **I CSI 442 An Introduction to Quantum Computation, Information, and Simulation (3)**

The main ideas of Quantum Computation, Information, and Simulation are introduced. The course describes what quantum computation is and how it can be used to solve problems faster than classical computers. The challenges of building a quantum computer are addressed. Quantum simulators are explained and built illustrating the vast differences between quantum and classical gates. The course also covers quantum information, explaining how quantum states can be used to program communications. Prerequisite(s): I CSI 403 or I CSI 503, knowledge of the use of Boolean Algebra in circuit design, and programming experience.

### **I CSI 445 Topics in Computer Science (3)**

The contents of this course will vary from semester to semester. Each offering will cover an advanced senior-level topic in Computer Science. May be repeated for credit when content varies. Prerequisite(s): I CSI/I CEN 333 or I CSI 205 and I CSI/I CEN 213 or permission of instructor.

### **I CSI 451 (= A PHY 451 & I INF 451) Bayesian Data Analysis and Signal Processing (3)**

This course will introduce both the principles and practice of Bayesian and maximum entropy methods for data analysis, signal processing, and machine learning. This is a hands-on course that will introduce the use of the MATLAB computing language for software development. Students will learn to write their own Bayesian computer programs to solve problems relevant to physics, chemistry, biology, earth science, and signal processing, as well as hypothesis testing and error analysis. Optimization techniques to be covered include gradient ascent, fixed-point methods, and Markov chain Monte Carlo sampling techniques. Only one version may be taken for credit. Prerequisite(s): A MAT 214 (or equivalent) and I CSI 101 or I CSI/I CEN 201. Normally offered in the fall.

### **I CSI 487/487Z Honors Seminar (3)**

Each student is required to carry out independent study under the supervision of a faculty member and present a departmental colloquium on the chosen topic. Students may also be required to complete a theoretical or an experimental project, write reports or make short presentations. Only one version of I CSI 487 may be taken for credit. Prerequisite(s): admission to the honors program.

### **I CSI 488Z Honors Project (3–12)**

Students are required to pursue research supervised by a faculty member and submit final reports describing their research. Outcomes of this research may include software/hardware artifacts, data collected through experiments, bibliographies or research papers. Each student is evaluated by a faculty committee during the second semester of their senior year. May be repeated for credit. Prerequisite(s): admission to the honors program.

### **I CSI 490 Internship in Computer Science (1–3)**

Research or development experience with University units or external agencies or companies requiring significant solutions of problems in areas such as software design, development, programming of tests or extensions, etc. in a practical environment. The relevance to computer science and the technical level of the proposed internship, and the intern's qualifications must be approved by the department. A written report must be accepted by the department before the end of the internship semester. May be repeated for credit. Prerequisite(s): I CSI/I CEN 213 and permission of the department. *S/U* graded.

### **I CSI 496 Independent Teaching and Learning (1–3)**

Participants extend and apply their understanding of computer science by tutoring or assisting in laboratory, tutoring or discussion activities, under faculty supervision, for one or more associated courses. One credit for each weekly contact hour or each 2 to 4 hours of scheduled tutoring, staff meetings, lecture attendance or grading. May be repeated for credit. Total credits of I CSI 496 and I CSI 497 may not exceed 9. Prerequisite(s): permission of instructor. *S/U* graded.

### **I CSI 496Y Independent Teaching and Learning (1–3)**

Oral discourse version of I CSI 496. In addition to the I CSI 496 requirements, at least two different lab or discussion exercises will be prepared and conducted, and will be evaluated by the faculty supervisor and section students. May be repeated for credit. Total credits of I CSI 496 and I CSI 497 may not exceed 9. Prerequisite(s): permission of instructor. *S/U* graded.

### **I CSI 497 Independent Study in Computer Science (1–3)**

Independent study of advanced topics under the guidance of a computer science faculty member which are not covered in regularly scheduled courses. Three to four hours per week per semester credit should be spent on readings, technology research, problem solving, experimentation with student created and existing software, faculty discussion, etc., culminating in an acceptable and significant written report or paper. May be repeated for credit. Prerequisite(s): junior or senior standing or equivalent experience, at least I CSI/I CEN 213, and the permission of instructor with whom the student wishes to study.

### **I CSI 499 Senior Project in Computer Science (3)**

Introduction to software engineering. Students will participate in the design and production of a large, modular program typical of those encountered in business and industry. Prerequisite(s): I CSI 311 or I CSI/I CEN 333, and permission of instructor.



## Department of Electrical and Computer Engineering

### Faculty

#### Professors

Kim L. Boyer, Ph.D.  
Purdue University  
James “Randy” Moulic, Ph.D.  
Polytechnic Institute  
of New York University  
Won Namgoong, Ph.D.  
Stanford University  
Gary J. Saulnier, Ph.D.  
Rensselaer Polytechnic Institute

#### Associate Professors

Mohammed S. Agamy, Ph.D.  
Queen’s University, Canada  
Tolga Soyata, Ph.D.  
University of Rochester

#### Assistant Professors

Mustafa Aksoy, Ph.D.  
The Ohio State University  
Aveek Dutta, Ph.D.  
University of Colorado  
Hany Elgala, Ph.D.  
Jacobs University  
Yelin Kim, Ph.D.  
University of Michigan  
Dola Saha, Ph.D.  
University of Colorado  
Weifu Wang, Ph.D.  
Dartmouth College  
Daphney Zois, Ph.D.  
University of Southern California

#### Professors of Practice

Guy Cortesi, Ph.D.  
University at Albany  
Jonathan Muckell, Ph.D.  
University at Albany

#### Teaching Assistants (estimated): 6

Electrical and Computer Engineering is the creative application of engineering principles and methods to the design and development of hardware and software systems. The Electrical and Computer Engineering curriculum covers an extremely broad range of topics, encompassing the design, development, testing, and evaluation of hardware and software components, as well as integrated systems and networks. The Electrical and Computer Engineering faculty and students are actively engaged in research in areas ranging from generation wireless networks to next generation internet architectures, sensor networks, signal and information processing, control systems, communication systems, micro-electronic circuits, devices and materials, computer graphics and vision, robotics, computer engineering and cyber physical systems, etc.

## Bachelor of Science in Computer Engineering

Students in Computer Engineering study an ever-evolving list of topics including the design and development of advanced computer systems, networks, pervasive and ubiquitous computing, and embedded systems. By integrating fundamentals from engineering, mathematics, computation, and physics, undergraduates learn how to design, build, and embed sophisticated hardware and software systems. Graduate students can become involved in research in communications, next generation wireless networks, intelligent lighting and optical communications, robotics, decision making under uncertainty, and computer vision – and the range of topics is growing.

The Computer Engineering curriculum includes a significant team design experience. Student teams learn to address relevant problems from industry requiring a strong basis in fundamentals combined with creativity as they combine programming with computer hardware and system design. The foundation of the curriculum provides a solid grounding in the engineering sciences, natural sciences, mathematics, communication skills (written and oral), and laboratory experience. From this core, the curriculum expands to encompass a wide range of topics in electrical and computer engineering and computer science through a series of required courses and technical electives.

Computer engineers are highly sought after for careers in industry, government, and academia and command among the highest starting salaries for any BS degree. Their academic preparation arms them with a highly flexible set of technical skills and adaptive problem solving abilities. Because their background spans hardware, software, and complex systems, industries in communications systems, high speed and embedded computing, computer hardware and software design all compete for computer engineering graduates. Graduates also find careers in a variety of public and private organizations, while those who pursue graduate studies may choose academic and/or research careers.

### Course Progression Restrictions

Students must complete A MAT 112 or A MAT 118 and I CEN 111 or I CEN 150 with a *C* or better to register for I CEN 200. Students must complete I CEN 111 or I CEN 150 and I CEN 200 with a *C* or better to register for I CEN 340. Students must complete I CEN/I CSI 213 with a *C* or better to register for I CEN/I CSI 333.

**General Program B.S. (combined major and minor sequence):** a minimum of 96 credits as follows:

### Computer Engineering Core (37 credits):

I CEN/I ESE 110 Introduction to Engineering (or I CEN 140)  
I CEN 111 Introduction to Electrical and Computer Engineering (or I CEN 150)  
I CEN 200 Programming for Engineers  
I CEN 280 Introduction to Circuits  
I CEN 340 Digital Logic Design  
I CEN 350 Signals and Systems  
I CEN 370 Digital Signal Processing  
I CEN 380 Introduction to Digital Circuits  
I CEN 430 Systems Analysis and Design  
I CEN 440 Design Lab I  
I CEN 450 Design Lab II

### Computer Science (20 credits):

I CEN/I CSI 210 Discrete Structures  
I CEN/I CSI 213 Data Structures  
I CEN/I CSI 333 Programming at the Hardware Software Interface  
I CEN/I CSI 400 Operating Systems  
I CEN/I CSI 404 Computer Organization  
I CEN/I CSI 416 Computer Communication Networks

### Math and Science (33 credits):

A CHM 120/124 General Chemistry I with lab  
A MAT 112 or 118 Calculus I  
A MAT 113 or 119 Calculus II  
A MAT 214 or 218 Calculus of Several Variables  
A MAT 220 or 222 Linear Algebra  
A MAT 311 Ordinary Differential Equations  
A MAT 370 Probability and Statistics for Engineering and the Sciences  
A PHY 140 or 142/145 Physics I with lab  
A PHY 150 or 152/155 Physics II with lab

### Computer Engineering Electives (6 credits) from the following:

I CEN 360 Emerging Technologies  
I CEN 410 Internet of Things  
I CEN 417 Optical Communications  
I CEN 460 Mobile Design Engineering  
I CEN 461 GPU Architecture and Programming  
I CEN 464 Robotics  
I CEN 470 Human Computer Interaction  
I CEN 480 Introduction to VLSI

## Courses in Electrical and Computer Engineering

### I CEN 110 (= I ESE 110)

#### Introduction to Engineering (2)

(Formerly I CEN 140.) An introduction to engineering, including problem solving and other skill sets essential for engineers. Using a combination of assignments and classroom lectures and presentations, students will learn how to formulate, articulate, and solve engineering problems, and how to present engineering work in written and oral form. Students will learn about the different disciplines within engineering and the multidisciplinary nature of modern engineering. Students will gain a better understanding of how fundamental scientific principles relate to engineering. Only one of I CEN/I ESE 110 and I CEN 140 may be taken for credit. Corequisite or prerequisite: A MAT 112 or A MAT 118.

### I CEN 111 Introduction to Electrical and Computer Engineering (4)

(Formerly as I CEN 150.) An introduction to fundamental concepts, skills, and technologies in Electrical and Computer Engineering. Students are introduced to modern engineering tools and logical and systematic ways to analyze and solve problems in electrical and computer engineering. Only one of I CEN 111 and I CEN 150 may be taken for credit. Must be completed with a C or better to register for I CEN 200. Corequisite(s) or prerequisite(s): A MAT 112 or A MAT 118.

### I CEN 140 Introduction to Engineering Design (3)

This course explores the topic of engineering design and teaches about and formalizes the design process and problem solving. Using a combination of team and individual projects/labs, assignments, and classroom lectures and presentations, students will learn how to formulate, articulate, and solve problems, how to work on a team to design things, and how to present the results of engineering work in oral and written form. Students will also learn about the different disciplines of engineering and the multidisciplinary nature of modern engineering design. Only one of I CEN/I ESE 110 and I CEN 140 may be taken for credit. Prerequisite(s): A MAT 112, A PHY 140 or 142, and I CEN 200, or permission of instructor.

### I CEN 150 Introduction to Engineering Analysis (3)

This course introduces students to techniques, skills, and modern engineering tools to teach students logical and systematic ways to analyze and solve engineering problems. This course leverages course work in physics, computer science and mathematics. Only one of I CEN 111 and I CEN 150 may be taken for credit. Must be completed with a C or better to register for I CEN 200. Prerequisite(s): I CEN 140.

### I CEN 200 Programming for Engineers (4)

This is an introductory course in C programming language, which covers structured programming, data types, arrays, multi-dimensional arrays, functions, recursions, pointers, strings, structures and unions, bit manipulation, file processing, preprocessor, command line arguments

and handling multiple source and header files. Only one of I CEN 200 and I CEN/I CSI 201 may be taken for credit. Must be completed with a grade of C or better to register for I CEN 340. Prerequisite(s): A grade of C or better in both I CEN 111/150 and A MAT 112 or 118.

### I CEN 201 (= I CSI 201) Introduction to Computer Science (4)

Computer algorithms and their representation. The principle of information hiding and its relation to program block structure. File structure and access methods. The efficient use of computational resources. Program development and style. Only one of I CEN 200 and I CEN/I CSI 201 may be taken for credit.

### I CEN 210 (= I CSI 210) Discrete Structures (4)

Proofs by induction; mathematical reasoning, propositions, predicates and quantifiers; sets; relations, graphs, and trees; functions; counting, permutations and combinations. Only one version may be taken for credit. Prerequisite(s) or corequisite: High School mathematics through precalculus and A MAT 112.

### I CEN 213 (= I CSI 213) (formerly I CSI 310) Data Structures (3)

Commonly used abstract data structures and their implementation. The use of pointers and recursive programming. Stacks, queues, lists and trees, and their application to such problems as sorting and searching. Analysis of algorithms for using these structures. May not be taken by students with credit for I CSI 310. Must be completed with a grade of C or better to register for I CSI 333. Prerequisite(s): I CSI/I CEN 201 or permission of department chair.

### I CEN 280 Introduction to Circuits (3)

Review of basic circuits, voltage and current division, and Thevenin and Norton equivalent circuits. Analysis of circuits using the matrix formulation of Kirchhoff's Current and Voltage Laws. Operational Amplifiers. Study of circuits with capacitors and inductors using linear differential equations. Sinusoidal steady state response of basic circuits, phasor circuit analysis, and frequency dependence. Passive filter design and analysis. Laplace Transform and s-domain circuit analysis. This course includes a laboratory. Prerequisite(s): A PHY 150 or 152 or T PHY 151 Corequisite(s): A MAT 311 and either A MAT 220 or 222.

### I CEN 310 Engineering Electromagnetics (4)

Review of Maxwell's equations and time harmonic electric and magnetic fields. Plane waves in lossless and lossy media, group velocity, Poynting vector, and flow of electromagnetic power. Normal and oblique incidence of plane waves at plane boundaries. Transmission lines, the Smith chart, and impedance matching. Waveguides. Introduction to antennas and antenna arrays. The course includes a laboratory. Prerequisites: I CEN 280.

### I CEN 333 (= I CSI 333) Programming at the Hardware Software Interface (4)

Instruction set architecture of contemporary computers; Boolean logic, memory, registers, instructions and interrupts. Assembly language

programming; assembler passes, symbols, macros, function linkage and separate compilations. C language programming; syntax, control, types, abstractions, pointers and strings. Dynamic memory, standard and user written libraries. ANSI and C++ standards. Instruction set simulation. Only one version may be taken for credit. Prerequisite(s): a grade of C or better in I CEN/I CSI 213.

### I CEN 340 Digital Systems (3)

An introduction to digital logic hardware used in modern computing systems. Boolean algebra, number systems, digital arithmetic, basic logic gates, combinational logic circuits, complex logic building blocks, including multiplexers, decoders and flip-flops, registers and memory arrays. Methods and techniques for the analysis, design and synthesis of combinational logic, sequential logic and memory circuits. An introduction to, and "hands-on" experience with, state-of-the-art electronic design automation (EDA) software tools, and hardware description languages (HDL) such as VHDL for practical applications of digital logic designs and implementations using field programmable logic arrays (FPGAs). This course includes a laboratory. Prerequisite(s): a grade of C or better in I CEN 111/150, a grade of C or better in I CEN 200, and I CEN 210/I CSI 210.

### I CEN 350 Signals and Systems (3)

This course introduces students to Signals and Systems. The course is divided into three parts: introduction, theory, and applications of continuous time signals and systems, and theory and applications of discrete-time signals and systems. The course is organized so that students not only get a solid understanding of the theory — enhanced by analytic examples and software examples using MATLAB, learn about applications, but also develop confidence and proficiency in the material by working on analytic and computational problems. Prerequisite(s): A MAT 220, A MAT 311, I CEN 280.

### I CEN 353 (= A PHY 353)

#### Microprocessor Applications (3)

Applications of microprocessors to data collection and process control; the capabilities of typical microprocessors and the techniques used to interface them to external devices; input/output programming, use of the data and address buses; interrupt handling, direct memory access, and data communications; characteristics of peripheral devices such as keyboards, printers, A/D and D/A converters, sensors, and actuators. Three class periods each week. Only one version may be taken for credit. Prerequisite(s): I CEN/I CSI 201 or I CSI 204 or equivalent. An elementary knowledge of electricity is helpful.

### I CEN 360 Emerging Technologies (3)

This course will explore current emerging technologies and related technical management practices on a global basis. The content of this course will vary from semester to semester. Each offering will cover an advanced engineering topic in Computer Engineering. May be repeated for credit when content varies. Prerequisite(s): permission of instructor.

**I CEN 370 Digital Signal Processing (3)**

This course covers the techniques of modern digital signal processing that are fundamental to a wide variety of application areas. The course covers the mathematical basis of discrete-time signal analysis, discusses the theory and implementation of fast Fourier transform algorithms, and discusses the design and implementation of digital filters. The coverage of the fundamentals is complemented with introductory treatments of several advanced techniques including linear prediction, adaptive filtering, and two-dimensional signal processing. The course concludes with a discussion of the application of digital signal processing techniques toward the solution of various types of practical problems. This course makes extensive use of MATLAB as an analysis, design, and visualization tool. Prerequisite(s): I CEN 350.

**I CEN 380 Introduction to Digital Circuits (3)**

Basic electronic and physical properties of semiconductor materials. Functional characteristics and electronic models of silicon semiconductor diodes and transistors (field effect transistors and bipolar junction transistors). DC biasing, static current-voltage (I-V) characteristics, and transient behavior of transistors, and transistor circuits. Analog transistor applications such as single stage and multi-stage amplifiers. Operational amplifiers. Frequency response and feedback characteristics of transistor circuits. Digital circuit applications with single and multi-stage transistor circuits. The use of computer aided circuit design and simulation tools and techniques. Hands-on lab experimentation constructing circuits to test and measure functional and performance characteristics. Prerequisite(s): I CEN 280. Prerequisite(s) or corequisite(s): I CEN 340.

**I CEN 400 (= I CSI 400) Operating Systems (3)**

Historical overview; operating system services; mass storage file organization; memory management in multiprogrammed systems; virtual memory; resource allocation; concurrent processes; deadlock detection and prevention; security; the design of contemporary operating systems such as UNIX. Only one version may be taken for credit. Prerequisite(s): I CEN/I CSI 333.

**I CEN 401 Advanced Electronics (3)**

Linear and non-linear applications of operational amplifiers, with an emphasis on circuit design. Non-ideal operational amplifier behavior, including both static and dynamic characteristics. Amplifier stability and frequency compensation techniques. Operational amplifier based oscillators. Circuit noise. Prerequisite(s): I CEN 300/380.

**I CEN 404 (= I CSI 404) Computer Organization (3)**

An introduction to the logical organization of the hardware components of computing systems. Topics include logic design from a functional point of view, data representation and processing, description of major components such as the central processing unit and memory, and control and communication within the components and in the system. Only one

version may be taken for credit. Prerequisite(s): I CEN/I CSI 210 and I CEN/I CSI 333.

**I CEN 410 Internet of Things (3)**

In this course students will study new communication paradigms that are enabled by the ubiquity of heterogeneous devices, networks and applications. The course will consist of three components: lectures on emerging networks and their artifacts along with studying research publications to understand their practical challenges; bridging of the cyber and the physical world using sensors, embedded in mobile devices and building applications using the Android sensor programming framework; and analytics for large-scale data and business models for Big Data. Students are expected to have introductory knowledge about networking and communication systems along with foundations in programming and statistics. Prerequisite(s): I CEN/I CSI 416.

**I CEN 411 Microwave Engineering (3)**

An introduction to radio frequency and microwave analysis and design. Transmission lines and waveguides, network characterization and analysis, impedance matching and tuning. Passive microwave devices such as power dividers, couplers, resonators, filters, and ferrimagnetic components. An introduction to active devices. Prerequisite(s) I CEN 310 and I CEN 380.

**I CEN 413 Electrical Energy Systems (3)**

An introduction to the major components of today's power system such as transformers, electric machines, and transmission lines. Renewable energy sources and systems are discussed, including wind and solar energy. Integration of energy sources into the power grid. Prerequisite(s): I CEN 310 and I CEN 380.

**I CEN 415 (= A PHY 415) Electronics (3)**

Transistors and their characteristics; electronic circuits, field effect transistors and applications, amplifiers, low and high frequency response; operational amplifiers; consideration of control-circuit design; fast-switching and counting devices; integrated circuits and their designs. Two class periods and one three-hour laboratory each week. Only one version may be taken for credit. Prerequisite(s): A PHY 150.

**I CEN 416 (= I CSI 416) Computer Communication Networks (3)**

Introduction to computer communication networks. Equal emphasis on all layers of the ISO reference model and the TCP/IP protocol suite. Topics include physical networks, sliding window protocols, remote procedure call, routing, naming and addressing, security, authentication, performance, and applications. Only one version may be taken for credit. Prerequisite(s): I CSI/I CEN 400 or I CSI 402, and A MAT 367 or A MAT 370.

**I CEN 417 Optical Communications (3)**

The future provision of Internet-based high-bandwidth applications has led to an explosion in demand for high-speed optical communication systems. This course aims to provide knowledge of the strategies and techniques involved in the design and implementation of

optical communication technologies and how these optical links form networks. This course is designed to present the operation of modern optical devices driving the growth in optical communication systems and the broader picture of optical fiber and free space networks for future communication applications. The course covers: building blocks of optical communication systems such as transmitters, receivers, transmission fibers, and amplifiers; fundamental considerations in system design including signal to noise ratio, fiber nonlinearity, chromatic dispersion, polarization mode dispersion, modulation formats, etc.; and the latest developments in high data rate, high spectral efficiency optical communication systems. Many practical and useful examples are also included. Prerequisite(s): I CEN 280, A MAT 220 and 311.

**I CEN 422 Integrated Circuit Devices (3)**

Modern solid-state devices and their operational principles. Solid state physics fundamentals, such as carriers and their mobility, band structures, doping concentrations and PN junctions. The operation of PN diodes, PIN diodes, and Schottky diodes, as well as three terminal devices, such as BJTs, JFETs, SCRs, MESFETs and MOSFETs. Device modelling and behavior. Prerequisite(s): I CEN 380.

**I CEN 430 Systems Analysis and Design (3)**

The application of information technology has extended to all quarters of the business world. While the nature and the scope of information systems vary widely depending on the business context, the fundamental knowledge underlying their development remains the same. This course aims to provide technology students with a solid understanding of the important methodologies and tools & techniques related to the development of information systems in a variety of contexts. Prerequisite(s): I CEN/I CSI 333.

**I CEN 431 Reconfigurable Computing (3)**

This course provides a study of FPGA architecture with detailed discussion on opportunities and challenges in this flexible platform. Topics include device architecture, programming languages and models for FPGAs including streaming and I/O, Mapping, Placement and Routing in reconfigurable logic, application design, development, verification and application specific optimization techniques. Prerequisite(s): I CSI/I CEN 404 and I CEN 340.

**I CEN 440 Design Lab I (3)**

Part one of a two-semester-long capstone design experience that provides the opportunity for teams of students to propose, prototype/design, build, test, demonstrate, present and fully document a working prototype of a sophisticated electronic system. In this first part, student teams interact with industry sponsors and/or faculty to develop a proposal for a system, component or process to meet desired needs and specifications within constraints. Student teams will identify opportunities, develop requirements, perform analysis and synthesis, generate multiple solutions, evaluate solutions against requirements, consider risks, and make trade-offs. Prerequisite(s): I CEN 350, I CEN 380, and I CEN/CSI 333.

**I CEN 450 Design Lab II (3)**

Part two of a two-semester-long capstone design experience that provides the opportunity for teams of students to propose, prototype/design, build, test, demonstrate, present and fully document a working prototype of a sophisticated electronic system. In this second part, student teams continue to interact with industry sponsors and/or faculty as they implement their design and conduct validation experiments to demonstrate that their design meets all engineering specifications, standards, and constraints. In documenting their work, student teams will also evaluate their designs in global, cultural, social, environmental, and economic context and develop recommendations for future development. Prerequisite(s): I CEN 440.

**I CEN 453 Cyber-Physical Systems (3)**

This course is an introduction to the basics of models, analysis tools, and control for embedded systems operating in real time. Topics include models of computation, basic analysis, control, and systems simulation, interfacing with the physical world, mapping to embedded platforms and distributed embedded systems. This course has a lab component. Prerequisite(s): I CEN 350/371 and I CEN/I CSI 333.

**I CEN 454 (= A PHY 454)****Microprocessor Applications Laboratory (3)**

Complements the theoretical development presented in I CEN/A PHY 353. Centers around practical laboratory applications in both hardware and software of a particular microprocessor. Students prototype a minimum system and expanded system. Applications include keyboard, printer, display, A/D, D/A, and control functions. A knowledge of a microprocessor and digital logic functions is desirable. Only one version may be taken for credit. Prerequisite(s): I CEN/A PHY 353 or A PHY 415 or permission of instructor.

**I CEN 460 Mobile Design Engineering (3)**

Building on students' basic knowledge of wired computer networks, this course will explore mobile wireless networks. Students will learn about current protocols and technologies in mobile networks. Through hands-on exercises students will gain experience in wireless networks operation and configuration. Successful completion of the course will require detailed prior understanding of network-based communications, Internet protocol operations, strong systems programming skills and familiarity with UNIX. Prerequisite(s): I CEN/I CSI 400 and I CEN/I CSI 416.

**I CEN 461 GPU Architecture and Programming (3)**

This course introduces the students the concept of massively-parallel programming. It is divided into two parts: in the first part, the students are expected to develop multi-threaded programs in the C programming language using pthreads. In the second part, the concepts that are learned in the first part are extended to the GPU architecture. Nvidia CUDA programming language is used as the main tool to develop GPU programs. Prerequisite(s): I CEN 200 and I CEN/ICSI 404.

**I CEN 463 Digital Image Processing (3)**

An introduction to digital image and video processing. The course starts with an introduction of digital image processing. It continues with fundamentals of video processing and covers closely related topics in computer vision. The course focuses on both the theory and the practical application of digital image and video processing. Students will learn hands-on programming implementation using Python, Matlab, or C++. Prerequisite(s): I CEN 200 and I CEN 370.

**I CEN 464 Robotics (3)**

An introduction to the fundamentals of robotics, including configuration space, transformation matrix, kinematics, motion planning, and a brief introduction to robot manipulation. In addition to simulation environments, the course uses robot arms and small drones as hardware platforms for students to practice programming and test algorithms. Current final projects include navigating drones through a small field of obstacles and the use of a robot arm to pick up objects. Prerequisite(s): A MAT 220, I CEN 210 and 213.

**I CEN 470 Human Computer Interaction (3)**

An introduction to the design principals of Human-Computer Interaction (HCI), including techniques for rapid prototyping and evaluation of multiple interface alternatives. The study of the computer visual interface, including human face tracking, expression recognition, hand gesture tracking and recognition, pedestrian detection and tracking, pose tracking and action recognition. A survey of the latest research papers and technologies in the field. The course includes a project, where students will pick and implement a relevant visual tracking or recognition project in HCI. Prerequisite(s): I CEN/I CSI 333.

**I CEN 471 Communication Systems (3)**

An introduction to analog and digital communication signals and systems. Representation of analog and digital signals and their spectra. Baseband pulse and digital signaling, including PAM, PCM, DM and DPCM. Bandlimited signaling without inter-symbol interference. Analog and digital bandpass signaling, including AM, FM, PM, OOK, PSK, FSK, MSK, QAM and OFDM. Transmitter and receiver operations and systems. Performance in the presence of noise. Prerequisite(s): I CEN 350 and A MAT 370.

**I CEN 472 Advanced Digital Communications (3)**

An introduction to digital communications, including signal generation, signal detection, synchronization, channel modeling, and coding. Baseband pulse modulation. Signal space representation of signals and optimal receiver structures. Bandpass modulation techniques including PSK, QAM and FSK. Carrier, symbol, and frame synchronization. Channel characterization and modeling, including terrestrial channels. Error control coding. Prerequisite(s): I CEN 471.

**I CEN 473 Radiowave Propagation and Remote Sensing (3)**

In this course the basic physical mechanisms of electromagnetic wave propagation in the troposphere and ionosphere, and the fundamentals of microwave remote sensing will be studied. Theoretical and empirical models which describe several propagation mechanisms will be discussed to understand the design and analysis of communications and remote sensing (radar and radiometer) systems. Prerequisite(s): I CEN 310 and I CEN 350.

**I CEN 480 Introduction to VLSI (3)**

An introduction to Very Large Scale Integrated (VLSI) circuit design. The device, circuit, and system aspects of VLSI design are covered in an integrated fashion. Emphasis is placed on NMOS, PMOS and CMOS technology. Using transistors, simple gates such as XOR, AND, OR, AOI, OAI, and flip flops, are constructed and simulated using Cadence Design Systems tools. Verilog-A is used to provide input vectors and test the correctness of the output. Prerequisite(s): I CEN 380.

**I CEN 481 Linear Control Theory (3)**

An introduction to the analysis and design of linear control systems. Mathematical models, including state variable models. Feedback control, and stability. Root locus and frequency response compensation methods.

**I CEN 497 Independent Research in Computer Engineering (1-3)**

Independent research project under faculty guidance. Students will present their research as appropriate. May be repeated for credit up to a total of 6 credits with permission of department. Prerequisite(s): permission of instructor.

## Department of Environmental and Sustainable Engineering Faculty

*Professor*

Yanna Liang, Ph.D.  
Utah State University

*Assistant Professors*

Kyoung-Yeol Kim, Ph.D.  
Gwangju Institute of Science  
and Technology, South Korea  
Md Aynul Bari, Ph.D.

University of Stuttgart, Germany  
Rixiang Huang, Ph.D.  
Baylor University  
Yaoze Liu, Ph.D.  
Purdue University

Environmental and Sustainable Engineering is a discipline that builds on knowledge, discovery, and information from math and basic sciences to solve critical environmental problems at the national and global scales. Basic sciences, such as

chemistry, biology, physics, atmospheric science, social science, economics, geography and planning, and political science provide a solid foundation for this multidisciplinary engineering discipline. Standing on this broad foundation, faculty and students in Environmental and Sustainable Engineering are able to tackle traditional environmental problems associated with air pollution and prevention, water and wastewater treatment and reuse, water resource management, soil and groundwater clean-up, and hazardous waste remediation. In addition, Environmental and Sustainable Engineering distinguishes itself from conventional Environmental Engineering by having a serious emphasis, long-term vision, and deep commitment to sustainable engineering. In particular, our department aims to address global environmental issues, provide sustainable designs for natural and engineered environments, and promote sustainability in all areas related to the environment and human health.

## Courses in Environmental and Sustainable Engineering

### I ESE 110 (= I CEN 110)

#### Introduction to Engineering (2)

(Formerly I CEN 140). An introduction to engineering, including problem solving and other skill sets essential for engineers. Using a combination of assignments and classroom lectures and presentations, students will learn how to formulate, articulate, and solve engineering problems, and how to present engineering work in written and oral form. Students will learn about the different disciplines within engineering and the multidisciplinary nature of modern engineering. Students will gain a better understanding of how fundamental scientific principles relate to engineering. Only one of I CEN/I ESE 110 and I CEN 140 may be taken for credit. Corequisite or prerequisite: A MAT 112 or A MAT 118

### I ESE 201 Statics (3)

This course will cover the principles of statics and dynamics. Specific topics include: force systems; equilibrium of particles and rigid bodies; trusses; frames; 2-D centroids; friction; moments of inertia; distributed loads; centroids; internal forces; and mass moment of inertia. Prerequisite(s): A MAT 113. Corequisite(s): A MAT 214

### I ESE 202 Strength of Materials (3)

This course presents the theory and supports the application of essential mechanics of materials principles. Topics covered include: stress and strain; young's modulus; shear modulus and poisson's ratio; loading conditions: axial, torsional, transverse shear, bending and combined; elongation of axial members, deflection of beams and shafts; buckling of columns; and energy methods. Prerequisite(s): I ESE 201 and A MAT 214.

### I ESE 301 Intro to Environmental and Sustainable Engineering (3)

This course introduces students to the broadness of Environmental Engineering. Topics include, but not limited to: ecosystem, risk assessment, hydrology, sustainability, water quality management, water treatment, wastewater treatment, air pollution, solid and hazardous waste engineering, and noise pollution. These technical aspects are supported by knowledge and information gained from basic sciences, in particular, biology and chemistry. Engineering tools such as mass balance will be taught and used extensively in this course. Lab included. Prerequisite(s): A BIO 131, A CHM 121, and A MAT 311.

### I ESE 351 Fluid Mechanics (3)

This course introduces the concepts and applications of fluid mechanics. Topics covered include: fluid properties and statics; energy, momentum and forces in fluid flow; steady flow in pressure conduits and open channels; and fluid measurements. Prerequisite(s): I ESE 201, A PHY 140 or A PHY 142, A MAT 214 or A MAT 218.

### I ESE 381 Energy Engineering (3)

This course provides a comprehensive coverage of all of the major energy technologies, such as fossil, nuclear, and renewable energy. Topics including how these technologies work, how they are quantitatively evaluated, how much they cost, and their impact on the natural environment will be discussed thoroughly. Prerequisite(s): junior or senior standing or permission of instructor.

### I ESE 411 Water and Wastewater Treatment (3)

This course presents the principles of water treatment, wastewater treatment, water reuse, water quality, and overviews regulations regarding pollution control and drinking water quality. In addition, other topics, such as climate change, alternative water supply development, hydraulics, stormwater treatment techniques, water quality regulations, and filter design are covered, too. Prerequisite(s): I ESE 301 and I ESE 351.

### I ESE 412 Advanced Wastewater Engineering (3)

Theories and applications of aerobic and anaerobic wastewater treatment will be compared. Approaches for removing nitrogen and phosphorous will be presented. Tertiary wastewater treatment involving sorption, membrane technique, and ion exchange will be discussed. Prerequisite(s): I ESE 411.

### I ESE 431 Air Pollution Control (3)

This course provides a detailed coverage of two key components: information on air pollutants and design training on how to control air pollution. Air pollutants, such as particulate matter, volatile organic compounds, sulfur dioxide, nitrogen oxides will be presented in detail. The corresponding control technologies are then introduced to remove these contaminants from air. In addition, control of carbon dioxide emission is included as well. All of these discussions reflect the most recent information on U.S. air quality trends and standards. Prerequisite (s): A ATM 210.

### I ESE 432 Air Quality Modeling (3)

This course describes the meteorological basis of air dispersion and provides extensive discussions of Gaussian, Lagrangian, and Eulerian air dispersion modeling. In particular, popular models, such as the EPA's AERMOD and CALPUFF will be presented in detail. Prerequisite(s): A ATM 210.

### I ESE 451 Water Resource Engineering (3)

Encompassing both analysis and design components, this course provides a comprehensive coverage of water resources engineering. Topics covered include: hydraulic processes, such as pipe flow, open-channel flow and groundwater flow; surface runoff; water distribution, flood control, stormwater control; and sedimentation and erosion hydraulics. In particular, management of water resources through the lens of sustainability will be emphasized. Prerequisite(s) I ESE 351.

### I ESE 452 Groundwater Hydrology (3)

This course provides a comprehensive coverage of fundamental principles governing subsurface flow and transport, methods and problems encountered in managing groundwater resources. Specifically, this course will address concerns and competition for water supplies, contamination of groundwater, and enhanced regulation of water resources. Topics covered include: Darcy equation, the aquifer flow equation, storage properties, regional circulation, unsaturated flow, recharge, well hydraulics, numerical models, groundwater quality, contaminant transport processes, etc. Prerequisite(s): I ESE 451.

### I ESE 471 Hazardous Waste Management (3)

This course provides a comprehensive coverage of the sources and generation of hazardous wastes, the scientific and engineering principles necessary to eliminate the threats they pose to people and the environment, the laws regulating their disposal, and the best or most cost-effective methods for dealing with them. Prerequisite(s): I ESE 351 and I ESE 301.

### I ESE 497 Capstone Senior Design (3)

Teams of students conduct preliminary and final design of real-world Environmental Engineering projects. Students will be able to hone their design skills based upon knowledge, tools and skills learned from other courses. Progress reports and presentations from all team members are required for this course. Prerequisite(s): senior standing or instructor consent.

# Nanoscale Science and Engineering

The Nanoscale Science and Nanoscale Engineering undergraduate programs are scheduled to be discontinued August 2021.

University at Albany students previously admitted to the undergraduate programs in Nanoscale Science and Nanoscale Engineering have until August 2021 to complete their programs. Program requirements are based on general degree requirements and requirement for majors in effect during the academic year in which students matriculate, as outlined in the relevant Undergraduate Bulletin. Previous Undergraduate Bulletins are available at the following link: [http://www.albany.edu/undergraduate\\_bulletin/previous\\_bulletins.html](http://www.albany.edu/undergraduate_bulletin/previous_bulletins.html).

New students seeking admission to these programs — as freshmen or as transfers — will find updated information about new admissions processes at the website of the Colleges of Nanoscale Science and Engineering/SUNY Polytechnic Institute (CNSE at SUNY PI): <https://sunypoly.edu/admissions/undergraduate.html>.

# School of Public Health

## Faculty

### Dean

David R. Holtgrave, Ph.D.  
University of Illinois  
at Urbana-Champaign

### Public Health Program Director

Erin Bell, Ph.D.  
University of North Carolina  
at Chapel Hill

### Undergraduate Program Coordinator

Lue Ellis, B.S.  
College of Saint Rose

### Bio-instrumentation Program Director

Martin Tenniswood, Ph.D.  
Queen's University

### Professors

Erin Bell, Ph.D.  
University of North Carolina  
at Chapel Hill

David Carpenter, M.D.  
Harvard University

Edward Fitzgerald, Ph.D.  
Yale University

Mary Gallant, Ph.D., MPH  
University of Michigan

Janine Jurkowski, Ph.D., MPH  
University of Illinois at Chicago

Shao Lin, Ph.D.  
University of North Carolina,  
Chapel Hill

Jennifer Manganello, Ph.D., MPH  
Johns Hopkins University

Benjamin Shaw, Ph.D., MPH  
University of Michigan

Martin Tenniswood, Ph.D.  
Queen's University

JoEllen Welsh, Ph.D.  
Cornell University

Igor Zurbenko, Ph.D.  
Moscow State University

### Clinical Faculty

Catherine M. Bohn, MPH  
University of California, Berkeley

Dwight C. Williams, MSW  
Rutgers University

### Associate Professors

Michael Bloom, Ph.D.  
University at Buffalo

Douglas Conklin, Ph.D.  
University of Wisconsin-Madison

Diane Dewar, Ph.D.  
University at Albany

Gregory DiRienzo, Ph.D.

University at Albany  
Akiko Hosler, Ph.D.

University at Albany  
Mark H. Kuniholm, Ph.D.  
Johns Hopkins University

Igor B. Kuznetsov, Ph.D.  
New York University

Roxana Moslehi, Ph.D.  
University of British Columbia

Wendy Weller, Ph.D.  
Johns Hopkins University

Yuchi Young, DrPH  
Johns Hopkins University

Recai Yucel, Ph.D.  
Pennsylvania State University

### Assistant Professors

Allison Appleton, Sc.D.  
Harvard University

Christine Bozlak, Ph.D., MPH  
University of Illinois at Chicago

Hyunok Choi, Ph.D., MPH  
Columbia University

Magdia De Jesus, Ph.D.  
Albert Einstein College of Medicine

Beth Feingold, Ph.D.  
Johns Hopkins University

Julia Hastings, Ph.D.  
University of California, Los Angeles

Jason Herschkowitz, Ph.D.  
University of North Carolina

Haider Khwaja, Ph.D.  
University of New Brunswick

Ricky C. Leung, Ph.D.  
University of Wisconsin-Madison

Georges Potworowski, Ph.D.  
University of Michigan

Feng (Johnson) Qian, Ph.D.  
University of Rochester

Ramune Reliene, Ph.D.  
Swiss Federal Institute of Technology

Melissa Tracy, Ph.D.  
University of Michigan

Elizabeth Vasquez, DrPH  
New York Medical College

Tomoko Udo, Ph.D.  
Rutgers University

Xiaobo Xue, Ph.D.  
University of Pittsburgh

Public Health's mission is to address the physical, mental, and environmental concerns of populations at risk for disease and injury. Through a unique partnership between the University at Albany and the

New York State Department of Health, the School of Public Health trains students to promote and improve the health of the population through education, research, community service, and leadership.

The School of Public Health is comprised of four academic departments: Biomedical Sciences; Environmental Health Sciences; Epidemiology & Biostatistics; and Health Policy, Management & Behavior. The School offers an undergraduate minor in Public Health and a Bachelor of Science in Interdisciplinary Studies with a faculty-initiated concentration in Public Health. It also offers a Bachelor of Science in Interdisciplinary Studies with a faculty-initiated concentration in Bio-instrumentation. The School offers the following graduate degrees: Master of Science, Master of Public Health, Doctor of Philosophy, and Doctor of Public Health.

## Bachelor of Science in Interdisciplinary Studies with a faculty-initiated concentration in Public Health

This degree sequence includes the educational objectives of nurturing critical thinking, analysis, and synthesis of information, and recognizing the historical and societal context of current trends in public health and health care delivery. It also provides an introduction to disease control and health promotion interventions, and determinants of health from a global perspective.

## Admission Requirements

There are no admission requirements for the major.

## Course Progression Restriction

Students must complete A MAT 108 with a grade of *B* or better to register for H SPH 332.

Please visit the School's website <http://www.albany.edu/sph/> or contact Lue Ellis, the School's Undergraduate Program Coordinator for additional details: [lellis@albany.edu](mailto:lellis@albany.edu) or 518-442-3155.

## Degree Requirements: Bachelor of Science in Interdisciplinary Studies with a faculty-initiated concentration in Public Health

**General Program B.S.:** A minimum of 39 credits distributed as follows:

### Prerequisite Core (9 credits)

A BIO 130 General Biology: Molecular and Cell Biology and Genetics  
A MAT 108 Elementary Statistics  
A PHI 115 Moral Choices

### Public Health Core (21 credits)

H SPH 201 Introduction to Public Health  
H SPH 231 Concepts in Epidemiology  
H SPH 321 Global Environmental Issues and their Effect on Human Health  
H SPH 332 Introduction to Biostatistics  
H SPH 341 Promoting Healthy People and Communities  
H SPH 342 How U.S. Health Care Works: Myths and Realities  
H SPH 460Z Capstone: Evidence-Based Public Health

### Electives (9 credits)

Students must complete at least 9 credits (three courses) of elective coursework, approved by the advisor. Of these 9 credits, 6 credits must be at the 300 level or above. Suggested elective courses are listed below, grouped into areas of emphasis that correspond to the main fields that make up public health. Because the undergraduate major is designed to give students broad interdisciplinary exposure to public health, students are advised to choose one elective from three different areas of emphasis. In rare circumstances, and with the approval of the advisor, a student who wishes to focus on a single discipline in greater depth can choose all electives from a single area of emphasis.

Note: Students may select other courses not listed below as part of their area of emphasis, with approval from their advisor. All elective courses in departments outside the School of Public Health will be available to students pursuing the Interdisciplinary Studies major on a space-available basis.

### Policy and Management Emphasis

H SPH 202 From Cholera to Cancer: History, Challenges and Achievements in Public Health  
H SPH/H HPM 310 Health Care in the U.S.: Key Policy Issues

H SPH/H HPM/A ECO 381 Economics of Health Care  
H SPH/C EHC 389 Introduction to Emergency Health Preparedness and Response  
A COM 465 Communication in Health Care Organizations  
H SPH 490 Field Placement in Public Health (Policy/Management focus)  
H HPM 500 Health Care Organization, Delivery and Finance (Approval of department chair and course instructor required)  
H HPM 550 Financial Management of Healthcare Institutions (Approval of department chair and course instructor required)

### Social Behavior and Community Health Emphasis

H SPH 202 From Cholera to Cancer: History, Challenges, and Achievements in Public Health  
A PSY 329 Health Psychology  
H SPH 343 Mass Media and Health Behavior  
H SPH/C EHC 389 Introduction to Emergency Health Preparedness and Response  
A COM 465 Health Communication: Doctor-Patient Interaction  
H SPH 490 Field Placement in Public Health (Social Behavior focus)  
H SPH 421/H HPM 521 Preventing Disease, Disability and Premature Death  
H HPM 525 Social and Behavioral Aspects of Public Health (Approval of department chair and course instructor required)  
H HPM 531 Childhood Obesity from a Public Health Perspective (Approval of department chair and course instructor required)

### Epidemiology Emphasis

A ANT 119 The City and Human Health  
H SPH 202 From Cholera to Cancer: History, Challenges, and Achievements in Public Health  
A ANT 418 Culture, Environment, and Health  
H SPH 490 Field Placement in Public Health (Epidemiology focus)  
H EPI 501 Principles and Methods of Epidemiology I (Approval of department chair required)  
H EPI 502 Principles and Methods of Epidemiology II (Approval of department chair required)  
H EPI 503 Principles of Public Health (Approval of department chair and course instructor required)

H EPI 514 Computer Programming for Data Management and Analysis in Public Health (Approval of department chair and course instructor required)

### Biomedical and Environmental Health Sciences Emphasis

A ANT 119 The City and Human Health  
A ANT 418 Culture, Environment, and Health  
A CHM 425 Introduction to Undergraduate Research in Chemistry  
H SPH/H EHS 323 Environmental Laboratory Perspectives in Public Health  
H SPH 490 Field Placement in Public Health (Biomedical and/or Environmental Health Sciences focus)  
H BMS 505 Biological Basis of Public Health (Approval of department chair and course instructor required)  
H BMS 622 Cancer Biology (Approval of department chair and course instructor required)  
H EHS 590 Introduction to Environmental Health (Approval of department chair and course instructor required)

## Bachelor of Science in Interdisciplinary Studies with a faculty-initiated concentration in Bio-instrumentation

Research in the biomedical and biological sciences has been revolutionized in part by advances in technology and instrumentation. These advances have increased the scope and throughput of research activities, and results in the development of new field of study such as genomics and proteomics. Scientists can now study genomes and proteomes in their entirety, rather than focusing on just a few genes or proteins. The continued evolution and refinement of the instrumentation that facilitates these studies now places the ability to conduct this research within the reach of most research laboratories. The Bachelor of Science in Interdisciplinary Studies with a faculty-initiated interdisciplinary concentration in Bio-instrumentation is a combined major/minor program designed to develop students who have an in-depth knowledge of the theory and operation of state-of-the-art instrumentation currently in demand in biomedical, biotechnology, and public health laboratories. Students will also acquire a strong background in the biological sciences and be fully conversant with major public health issues.



Building upon a prerequisite core of general science and math courses, the degree curriculum provides a solid background in public health and in-depth theoretical and operational expertise in bio-instrumentation. Beyond the prerequisite core there are four facets to the program: the first consists of an introduction to the core components of public health; the second provides an in-depth understanding of the theory, operation, and application of instrumentation in molecular biology, genomics, proteomics, and cell analysis research; the third provides practical, hands-on research experiences with the use of instrumentation in these fields through internships in University laboratories; and the fourth provides real-world experience in the use of biotechnological instrumentation to address broader research questions, and an understanding of the expectations that come with a professional career in laboratory research, through cooperative training internships at local biotechnology companies or academic laboratories.

## Admission Requirements

Admission to the Interdisciplinary Studies major with a faculty-initiated concentration in Bio-instrumentation requires an application during the sophomore year. Applicants must have completed 38 credits consisting of introductory science and math courses prior to formal entry into the major. Prerequisite courses can be fulfilled at UAlbany or by transfer from another institution. Applications are reviewed by the School's Undergraduate Committee. An overall GPA of 2.5 will be required for admission. In addition, GPA in the prerequisite core science and math courses will be used as the selection criterion if there are more applicants than space available in the program.

## Degree Requirements: Bachelor of Science in Interdisciplinary Studies with a faculty-initiated concentration in Bio-instrumentation

**General Program B.S.:** A minimum of 75 credits distributed as follows:

### Prerequisite Core (38 credits)

A BIO 130 (formerly A BIO 121) General Biology: Molecular and Cell Biology and Genetics

A BIO 131 (formerly A BIO 120) General Biology: Ecology, Evolution, and Physiology

A BIO 201 Introduction to Biological Investigations I (lab)

A BIO 202Z Introduction to Biological Investigations II (lab)

A BIO 212Y Introductory Genetics

A BIO 217 Cell Biology

A CHM 120 General Chemistry I

A CHM 124 General Chemistry I Laboratory

A CHM 121 General Chemistry

A CHM 125 General Chemistry II Laboratory

A CHM 220 Organic Chemistry I

A CHM 222 Organic Chemistry Laboratory I

A MAT 108 Elementary Statistics

A MAT 112 Calculus I

A PHY 140 Physics I: Mechanics

A PHY 145 Physics Lab I

### Public Health Core (12 credits)

H SPH 201 Introduction to Public Health

H SPH/H EPI 231 Concepts in Epidemiology

H SPH/H EPI 332 Introduction to Biostatistics

H BMS 505 Biological Basis of Public Health

### Bio-Instrumentation Courses (16 credits)

H BMS 310 Molecular and Genomic Approaches in Biotechnology I

H BMS 311 Molecular and Genomic Approaches in Biotechnology II

H BMS 312 Proteomic Methodologies in Biotechnology

H BMS 314 Animal and Cell Culture Model Systems

### Instrumentation in Biotechnology Research Internship Courses (6 credits)

Students will complete two of the following five courses:

H BMS 410 Instrumentation in Biotechnology Research Internship, Molecular Core Lab

H BMS 411 Instrumentation in Biotechnology Research Internship, Genomics Core Lab

H BMS 412 Instrumentation in Biotechnology Research Internship, Proteomics Core Lab

H BMS 414 Instrumentation in Biotechnology Research Internship, Cell Analysis Core Lab

H BMS 415 Instrumentation in Biotechnology Research Internship, Academic Lab

### Bio-Instrumentation Co-operative Training Internship (3 credits)

H BMS 420 Bio-Instrumentation Cooperative Training Internship (Biotechnology Company/Academic Lab)

All undergraduate H SPH courses, H HPM 310, and H HPM 381, offered by the School of Public Health, are considered "liberal arts and sciences" courses for the purposes of meeting B.A. and B.S. degree requirements.

Courses in the School of Public Health are preceded by the school's letter H.

## Courses in Public Health

### Health Courses

#### T SPH 105 Demystifying Public Health (3)

This course is designed to introduce students to the history and philosophy of public health and to understand the impact of people and politics on public health, with a particular focus on the role of genetics and genomics. This course focuses on providing the details and background necessary for a basic understanding of biological knowledge, the technology that surrounds it, and how biomedical sciences influence our lives and shapes public health. Not open to students with credit for HSPH/BMS 105H. Open to Honors College students only.

#### H SPH 201 Introduction to Public Health (3)

A general introduction to what public health is, its importance for everybody's health, and how it functions as a combination of science and politics. The role of the public health system will be illustrated by describing issues confronting New York State and what is being done about them.

#### H SPH 202 From Cholera to Cancer: History, Challenges, and Achievements in Public Health (3)

Public health crosses political, disciplinary, social, and economic borders. Within this context, students will discuss key events in the history of public health and the philosophical basis of studying the health of populations. Readings and outside assignments include popular plays and books, as well as films and various self-teaching streaming videos.

#### H SPH 203 Integrative Care in Personal and Public Health (3)

This course examines the role of yoga, meditation, and optimal nutrition in managing stress and maintaining a sense of health and wellbeing. Students will be guided in personally practicing these lifestyle interventions and examining their emerging role in public health.

**H SPH 231 Concepts in Epidemiology (3)**

This course is designed to introduce students to the science of epidemiology. Specific subjects will include causal thinking, the epidemiologic framework, and study designs utilized in epidemiologic studies and the role of epidemiology in public health. Prerequisite(s): A MAT 108.

**T SPH 272 (= T PAD 272 & T POS 272) Health and Human Rights: an Interdisciplinary Approach (3)**

This course takes an interdisciplinary approach to health and human rights and the contemporary challenges and solutions associated with them. The course will be taught with guest lectures from experts in public health, philosophy, social welfare, law, gender studies, public administration the United Nations, among others. Through lectures, discussion and case studies, students will develop a broad theoretical understanding of health as a human right, become familiar with legal and policy frameworks to support public health, and acquire skills in the application of these concepts and the implementation and evaluation of solutions to our modern health challenges. T PAD/T POS/T SPH 272 is the Honors College version of R PAD/R POS/H HPM 486. Only one version may be taken for credit. Open to Honors College students only.

**H SPH 305 (= H BMS 305) Biological Basis of Personal and Public Health (3)**

This course is designed to provide students with a foundation of how biological processes, infectious diseases, pathologies and immunological tools impact personal and public health. This course is designed for students with minimal formal training in the biological sciences. The primary emphasis of this course is to provide the necessary information to students with diverse backgrounds such that they learn both the breadth and depth of how biological processes are important in the health sciences and public health. Prerequisite(s): one semester of college level biology.

**H SPH 310 (= H HPM 310) Health Care in the U.S.: Key Policy Issues (3)**

This course is an overview of the status, trends, and key issues concerning U.S. health care delivery today. It will include a comparative assessment of health policies by determining which issues in the U.S. health economy have similar causes with those in other nations, and which are specific to domestic circumstances. Only one version may be taken for credit. Prerequisite(s): A ECO 110 or permission of instructor.

**H SPH 321 Global Environmental Issues and Their Effect on Human Health (3)**

Globalization has made the earth a much smaller place so that we can no longer focus merely on issues in the United States. This course will address global environmental concerns and their impact on human change, atmospheric pollution, sanitation, etc., within the context of their impacts on populations throughout the world. Faculty and invited lecturers will be guest presenters. Prerequisite(s): one semester of college-level course in biology or chemistry.

**H SPH 323 (= H EHS 323) Environmental Laboratory Perspectives in Public Health (3)**

The course will define current public health issues in environmental health sciences, highlighting emerging concerns faced by researchers and practitioners. This course will explore environmental agents of disease, including elemental, organic and biological current and emerging contaminants from an environmental laboratory perspective. The course will define characteristics of and describe toxicological and analytical considerations of disease derived from environmental agents. Heavy emphasis will be placed on how laboratory techniques have driven policy and regulation. Only one version may be taken for credit. Prerequisite(s): one year of college-level biology.

**H SPH 332 (= H EPI 332) Introduction to Biostatistics (3)**

This course will be a basic introduction to statistics as used in the field of Public Health. Students will learn basic descriptive statistics, measures of central tendency and dispersion, basic rules of probability spaces, binomial and normal probability distributions, sampling distributions, estimation and hypothesis testing. In addition, students will learn how to use a computer program to analyze data. Prerequisite(s): students must complete A MAT 108 with a grade of B or better to register for H SPH/H EPI 332.

**H SPH 341 Promoting Healthy People and Communities (3)**

This course focuses on how health promotion strategies influence healthy behaviors, healthy people, and healthy communities. Current public health issues will guide us in examining key health promotion concepts, health concerns at different ages, and the causes of different health behaviors. Health inequalities and mass media's role will also be highlighted.

**H SPH 342 How U.S. Health Care Works: Myths and Realities (3)**

This course will introduce students to everyday realities of the U.S. health care system related to current issues like health care quality, access to care, the uninsured, patient safety, health care inflation, prescription drugs, physician-patient interaction, use of health care technology, and end-of-life care. The course is intended to provide students with an understanding of the various actors, stakeholder interactions, and functions of the U.S. health care system, through a case-based approach interweaving real world events, practice experience, and research about those events.

**H SPH 343 Mass Media and Health Behavior (3)**

The course will focus on examining how entertainment media, including the Internet, influences health behavior, including topics such as tobacco use, obesity, and violence. The course will also look at the role that advertising has on health, and discuss how the media can be used to educate people about healthy behavior.

**H SPH 381 (= H HPM 381 & A ECO 381) Economics of Health Care (3)**

Economics concepts are used to explain the nature of demand and supply in the health care field. The behavior of consumers and health care providers is examined from an economic perspective. Areas of market failures and the rationale for government intervention are also described. Only one version may be taken for credit. Prerequisite(s): A ECO 300 or permission of instructor.

**H SPH 389 (= C EHC 389) Introduction to Emergency Health Preparedness and Response (3)**

This course provides an introduction to emergency preparedness and response to health threats including natural disasters, infectious diseases, acts of terrorism, and biological, chemical, nuclear, and radiological events. Federal, state, and local policies underlying emergency management and preparedness are reviewed. The course discusses the distinct contributions of the various sectors of the emergency preparedness and response workforce including public health, healthcare, and emergency management personnel. The importance of community engagement and strong private and public collaborations for effective emergency preparedness and response is discussed. The crucial role of social and cultural factors, including health and healthcare disparities, in emergency preparedness and response are emphasized throughout the course. Current and past catastrophic events in the U.S. and in other countries are examined. Students apply the course content to a simulated catastrophic event of their choice. Only one version may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor.

**H SPH 397 Independent Study in Public Health (1-3)**

Independent study or research on selected topics in public health will be offered under the direction of a faculty member. The student is responsible for locating an appropriate faculty member who is willing to direct the research of independent study. An independent study or research assignment may be repeated for credit, but no more than 6 credits may be earned. Prerequisite(s): permission of instructor and undergraduate program director, and junior or senior standing. S/U graded.

**H SPH 421 Preventing Disease, Disability, & Premature Death (3)**

This course discusses the major health behaviors and demographic factors that lead to death, disease & disability throughout the lifespan. It describes policies and programs that address those underlying causes of ill health and provides a framework for developing strategies for promoting health and wellness. Prerequisites: H SPH 201; H SPH 341 preferred.

**H SPH 460Z Evidence-Based Public Health (3)**

Effective programs and policies to promote community health must be based on thorough assessment of health problems, associated risks factors and interventions to lower those risks.

A public health professional must master the most current scientific evidence and recommendations from the literature about effective policies and programmatic interventions. H SPH 460 is the capstone course for undergraduates in public health that integrates prior learning by applying that knowledge to assessment of current public health problems and design, implementation and evaluation of effective, evidence-based, interventions to alleviate those problems. The curriculum utilizes case studies and 'real-life' scenarios as context for lectures, exercises, homework, group learning, and class presentations. Prerequisite(s): H SPH 201, 231, and H 341.

#### **H SPH 490 Field Placement in Public Health (3)**

Supervised placement in a public health agency or organization. Provides practical experiences to engage students in the application of public health principles and practices to complement knowledge gained in the classroom. Prerequisite(s): open only to public health seniors; at least 9 credits of public health major core coursework, including H SPH 201 and H SPH 231, which must be completed prior to enrolling in H SPH 490; G.P.A. of 3.00 or above; permission of instructor. *S/U* graded.

#### **H SPH 499 Research Placement in Public Health (1–3)**

Research Placement in Public Health will provide a supervised research experience with a School of Public Health faculty member. The goal of the placement is to provide an opportunity for students to integrate and apply the knowledge learned in the public health major courses while learning about public health research. May be repeated for up to 6 credits. Prerequisites: seniors in the public health major with an overall GPA of 3.00 or above; at least 9 credits of public health major coursework, including H SPH 201, H SPH 231 and one other public health course must be completed prior to enrolling; permission of instructor. *S/U* graded.

### ***Health Policy and Management Courses***

#### **T HPM 203 Social Media and Public Health (3)**

As a frequently used communication tool, social media has been increasingly utilized by public health professionals and organizations. This course will teach students how social media can be used to disseminate public health knowledge and promote healthy lifestyles. Open to Honors College students only.

#### **T HPM 250 Introduction to Maternal and Child Health from a Public Health Perspective (3)**

This course is an introduction to the maternal and child health (MCH) field. A knowledge base of MCH within a public health context, focusing on MCH life course issues and public health approaches to address these issues, will be provided. Professional and educational opportunities within MCH will be described. Open to Honors College students only.

#### **H HPM 310 (= H SPH 310) Health Care in the U.S.: Key Policy Issues (3)**

This course is an overview of the status, trends, and key issues concerning U.S. health care delivery today. It will include a comparative assessment of health policies by determining which issues in the U.S. health economy have similar causes with those in other nations, and which are specific to domestic circumstances. Only one version may be taken for credit. Prerequisite(s): A ECO 110 or permission of instructor.

#### **H HPM 381 (= H SPH 381 & A ECO 381) Economics of Health Care (3)**

Economics concepts are used to explain the nature of demand and supply in the health care field. The behavior of consumers and health care providers is examined from an economic perspective. Areas of market failures and the rationale for government intervention are also described. Only one version may be taken for credit. Prerequisite(s): A ECO 300 or permission of instructor.

#### **H HPM 469 Topics in Health Policy, Management, and Behavior (3)**

Advanced course on selected topics in Health Policy, Management, and Behavior. Topics may vary from semester to semester. May be repeated for credit when topic varies. Prerequisite(s): senior standing and permission of instructor.

#### **H HPM 486 (= R PAD 486 & R POS 486) International Health and Human Rights: an Interdisciplinary Approach (3)**

This course takes an interdisciplinary approach to health and human rights and the contemporary challenges and solutions associated with them. The course will be taught with guest lectures from experts in public health, philosophy, social welfare, law, gender studies, public administration the United Nations, among others. Through lectures, discussion and case studies, students will develop a broad theoretical understanding of health as a human right, become familiar with legal and policy frameworks to support public health, and acquire skills in the application of these concepts and the implementation and evaluation of solutions to our modern health challenges. T PAD/T POS/T SPH 272 is the Honors College version of R PAD/R POS/H HPM 486. Only one version may be taken for credit.

### ***Biomedical Sciences Courses***

#### **H BMS 305 (= H SPH 305) Biological Basis of Personal and Public Health (3)**

This course is designed to provide students with a foundation of how biological processes, infectious diseases, pathologies and immunological tools impact personal and public health. This course is designed for students with minimal formal training in the biological sciences. The primary emphasis of this course is to provide the necessary information to students with diverse backgrounds such that they learn both the breadth and depth of how biological processes are important in the health sciences and public health. Prerequisite(s): one semester of college level biology.

#### **H BMS 310 Molecular and Genomic Approaches in Biotechnology I (4)**

This course is the first of a two-part sequence. Basic molecular biology techniques will be reviewed, such as the purification, enzymatic manipulation, and separation of nucleic acids, PCR, and hybridization. Subsequently the course will consider such technologies as DNA sequencing and quantitative PCR with a focus on both the instrumentation required to perform these technologies their research applications. Lecture topics will be partnered with laboratory exercises that provide hands-on experience so that students develop a more full understanding of these technologies, again focusing on the instrumentation required to perform them. While instrument operation and data analysis will be highlighted, there will be significant coverage of other key issues such as instrument design, maintenance, quality control calibrations, and troubleshooting. Prerequisite(s): A BIO 212 and 217.

#### **H BMS 311 Molecular and Genomic Approaches in Biotechnology II (4)**

This course is the second of a two-part sequence. Next Generation Sequencing and microarray analysis will be covered with a focus on the instrumentation required to perform these technologies. Research applications of the technologies will be highlighted. Lecture topics will be partnered with laboratory exercises that provide hands-on experience so that students develop a more full understanding of these technologies, again focusing on the instrumentation required to perform them. While instrument operation and data analysis will be highlighted, there will be significant coverage of other key issues such as instrument design, maintenance, quality control calibrations, and troubleshooting. Prerequisite(s): H BMS 310.

#### **H BMS 312 Proteomic Methodologies in Biotechnology (4)**

The course will begin with a brief review of basic analytical techniques such as SDS-PAGE, chromatography and mass spectrometry. The main focus of the course will be on such technologies as 2D gel electrophoresis, high pressure liquid chromatography, mass spectrometry and the instrumentation required to perform these technologies. Applications of the technologies will be highlighted, including small molecular analysis, peptide and protein sequencing, protein expression analysis, and protein post-translational modifications. The lecture topics will be partnered with laboratory exercises that provide hands-on experience so that students develop a more full understanding of these technologies, again with a focus on the instrumentation required to perform them. While instrument operation and data analysis will be highlighted, there will be significant coverage of other key issues such as instrument design, maintenance, quality control calibrations, and troubleshooting. Prerequisite(s): A CHM 120 and A BIO 217.

**H BMS 314 Animal and Cell Culture Model Systems (4)**

The course will begin with a brief review of the most commonly used animal model systems. Techniques used to generate and analyze these models will be discussed in detail. The use of cell culture and in vitro differentiation systems as alternatives to animal models will be considered. Applications of the technologies will include nucleic acid extraction from cells and tissues, histological examination of tissues, laser capture microdissection, flow cytometry, and in vitro cell differentiation assays. Lecture topics will be partnered with laboratory exercises that provide hands-on experience so that students develop a more complete understanding of these technologies, with a focus on the instrumentation required to perform them. While instrument operation and data analysis will be highlighted, there will be significant coverage of other key issues such as experimental design and troubleshooting. Prerequisite(s): A BIO 212 and 217.

**H BMS 410 Instrumentation in Biotechnology Research Internship, Molecular Core Lab (3)**

Students will acquire practical, hands-on experience with the use of instrumentation in molecular biology/genomics research in a core laboratory environment. Projects may include the usage of instrumentation for nucleic acid extraction, PCR, quantitative PCR, and DNA sequencing. Prerequisite(s): H BMS 310.

**H BMS 411 Instrumentation in Biotechnology Research Internship, Genomics Core Lab (3)**

Students will acquire practical, hands-on experience with the use of instrumentation in genomics/microarray research in a core laboratory environment. Projects may include the usage of instrumentation for nucleic acid extraction, microarray analysis, and Next Generation DNA sequencing. Prerequisite(s): H BMS 311.

**H BMS 412 Instrumentation in Biotechnology Research Internship, Proteomics Core Lab (3)**

Students will acquire practical, hands-on experience with the use of instrumentation in proteomics research in a core laboratory environment. Projects may include the usage of instrumentation for 2D gel electrophoresis, high pressure liquid chromatography, and mass spectrometry. Prerequisite(s): H BMS 312.

**H BMS 414 Instrumentation in Biotechnology Research Internship, Cell Analysis Core Lab (3)**

Students will acquire practical, hands-on experience with the use of instrumentation in cell analysis research in a core laboratory environment. Projects may include the usage of instrumentation for histological examination of cells and tissues, laser capture microdissection, and flow cytometry. Prerequisite(s): H BMS 314.

**H BMS 415 Instrumentation in Biotechnology Research Internship, Academic Lab (3)**

Students will acquire practical, hands-on experience with the use of instrumentation in an academic laboratory environment. Projects will include the use of instrumentation relevant to the research activities of the particular academic laboratory. Permission of the Principle Investigator of the laboratory is required. Prerequisite(s): H BMS 310.

**H BMS 420 Bio-Instrumentation Cooperative Training Internship (3)**

Students will perform a research internship with a local biotechnology company or academic laboratory. Students will gain a more full understanding of how instrumentation is used in biotechnology to address complex research questions, as well as the expectations that come with a professional career in laboratory research. Prerequisite(s): any two courses from H BMS 410, 411, 412, 414, 415.

# Nelson A. Rockefeller College of Public Affairs & Policy

## Dean

R. Karl Rethemeyer, Ph.D.

*Director of Undergraduate Education,  
Political Science*

Julie Novkov, Ph.D.

*Director of Undergraduate Education,  
Public Administration & Policy*  
Edmund Stazyk, Ph.D.

The Rockefeller College of Public Affairs & Policy offers two undergraduate majors: Political Science and Public Policy and Management. In addition, students may pursue graduate course work in either political science or public administration as part of combined degree programs: Political Science B.A./Political Science M.A.; Political Science B.A./Public Administration M.P.A.; Political Science B.A./International Affairs M.I.A.; Public Policy and Management B.A./Public Administration M.P.A.; Public Policy and Management B.A./International Affairs M.I.A. In each of these combined programs, students can apply a portion of their credits in graduate work to both their undergraduate and graduate degrees, earning two degrees in 11 semesters.

All undergraduate courses offered by the Rockefeller College, except R PAD 110, 111, 210, 211, 380, 381, 480, and 481 are considered liberal arts and sciences courses for purposes of degree requirements.

All courses listed in this College are preceded by the prefix letter *R*.

## Department of Political Science

### Faculty

#### *Distinguished Professors*

Richard P. Nathan, Ph.D.  
Harvard University

#### *Professors Emeriti*

Carlos A. Astiz, Ph.D.  
Pennsylvania State University  
Thomas W. Church, Ph.D.  
Cornell University

Martin Edelman, Ph.D. (Collins Fellow)  
University of California, Berkeley

Webb S. Fiser, Ph.D.  
University of Chicago  
Walter Goldstein, Ph.D.

University of Chicago  
John G. Gunnell, Ph.D.  
University of California, Berkeley

Erik P. Hoffmann, Ph.D.

Indiana University

Alvin Magid, Ph.D.  
Michigan State University

Robert T. Nakamura, Ph.D.  
University of California, Berkeley

Charles D. Tarlton, Ph.D.  
University of California, Los Angeles

Frank J. Thompson, Ph.D.  
University of California, Berkeley

Lewis P. Welch, Ph.D.  
Syracuse University

Theodore P. Wright Jr., Ph.D.  
Yale University

Joseph F. Zimmerman, Ph.D.  
Syracuse University

#### *Associate Professor Emerita*

Anne M. Hildreth, Ph.D.  
University of Iowa

#### *Professors*

Victor Asal, Ph.D.

University of Maryland  
Michael J. Malbin, Ph.D.

Cornell University  
Bruce L. Miroff, Ph.D. (Collins Fellow)

University of California, Berkeley  
Julie Novkov, Ph.D. (Collins Fellow)

University of Michigan  
Morton Schoolman, Ph.D.

Brown University

Patricia Strach, Ph.D.  
University of Wisconsin, Madison

Meredith Weiss, Ph.D.  
Yale University

#### *Associate Professors*

Peter D. Breiner, Ph.D.  
Stanford University

Cheng Chen, Ph.D.  
University of Pennsylvania

José E. Cruz, Ph.D.  
City University of New York —  
Graduate Center

Bryan Early, Ph.D.  
University of Georgia

Virginia Eubanks, Ph.D.  
Rensselaer Polytechnic Institute

Sally Friedman, Ph.D.  
University of Michigan

Brian Greenhill, Ph.D.  
University of Washington

Matthew Ingram, Ph.D.  
University of New Mexico

Reynold Koslowski, Ph.D.  
University of Pennsylvania

Gregory P. Nowell, Ph.D.  
Massachusetts Institute of Technology

David Rousseau, Ph.D.  
University of Michigan

#### *Assistant Professors*

Zsofia Barta, Ph.D.

London School of Economics and  
Political Science — European Institute

Christopher Clary, Ph.D.  
Massachusetts Institute of Technology

Niloufer A. Siddiqui, Ph.D.  
Yale University

Stephen Stohler, Ph.D.  
University of Pennsylvania

Timothy Weaver, Ph.D.  
University of Pennsylvania

*Adjuncts (estimated): 5*

*Teaching Assistants (estimated): 12*

The study of political science is concerned with the activity and organization of society for the realization of public goals and values. The study of political science is designed to prepare the student for responsible and effective citizenship, political participation, and advanced academic or professional studies. The student of political science may gain an understanding and appreciation of political values, institutions, and processes operating in American, foreign, and international systems.

### Careers

Majors in the Department of Political Science may use their studies as preparation for graduate programs in law, public administration, public affairs, or other professional study. Studies in political science can also lead to entry-level employment in government or industry training programs. Our programs provide a basis for effective citizen participation in public affairs whether or not a student pursues further professional training. The most common careers are in law, government service, teaching, business, and journalism.

### Undergraduate Study

The faculty and students in the Department of Political Science study politics in all of its manifestations:

- The institutions of government in the United States and around the world
- The role of interest groups, and elections and political parties in the political process
- The relationships among nations
- The connections of the law and courts to politics
- The role of citizens in government

The tools we use to approach these issues range from theoretical and philosophical studies, to historical and institutional analysis, to quantitative studies.

The program requirements of the major in Political Science are made up of courses at four levels, providing breadth at the introductory level, depth in one of four distinct areas of specialization and, through elective courses, the opportunity to explore different types of political issues. As soon as possible after declaring a Political Science major, a student should meet with an academic advisor in the department and declare a concentration.

## Concentrations

### *American Politics*

The faculty in American politics have research and teaching interests in all areas of the subfield: American political institutions (the presidency, Congress, courts, state and local government, political parties), as well as political processes (elections, public opinion, urban politics, minority politics, political behavior, public policy formation). Given its location in the state capital and within Rockefeller College of Public Affairs and Policy, the department offers students unique opportunities to study ongoing research projects at the intersection of politics and public policy.

### *Citizenship*

Citizenship is a central concept to the study of politics with deep historical roots and increasing tension in modern political life. Courses in this concentration focus on the concept from both the theoretical and empirical standpoints in the US and globally. Taught by faculty from different subfields, these courses examine citizenship from the individual and institutional perspectives and include a consideration of what it means to be a citizen from a legal and a normative vantage point, as a political identity, and in the public policy process.

### *Equality & Inequality*

As discussions of economic and political inequalities become increasingly present in our political debates, issues of equality and inequality have become central to the polity. Courses in this concentration focus on these issues by examining the intersection of law and social policy as it pertains to underrepresented groups. Taught by faculty from different subfields these courses examine debates about group identity, civil rights and liberties, discrimination and the meaning of justice in a democracy.

### *Global Politics*

The global politics faculty have research and teaching interests in a range of substantive and geographical areas, current changes in the world, and the comparative study of political systems. Particular areas of interest include civil-military relations, political economy, gender and LGBTQ rights, human rights, political violence and terrorism, contentious politics, foreign policy, regional integration, nationalism, ethnicity and international relations, international conflict and security, international regimes, WMD, and economic statecraft. The faculty has regional specializations in Latin America, Southeast Asia, Europe, Israel-Palestine and China.

### *Law & Institutions*

The rule of law, often overlooked and sometimes contentious, plays a central role in everyday American life. Courses in this concentration focus on the development and operation of the legal system, the work of the branches of government and the interactions of these political institutions with the public. Taught by faculty from different subfields, these courses consider how laws are constructed and implemented, how they affect ordinary citizens, and the impact they have on public policy debates and political change.

### *Political Theory*

The subfield of political theory includes faculty members whose interests range from the traditional texts to contemporary theory, including critical theory, deconstructive readings of political theory, theories of political judgment, and German social and political theory.

Although students are allowed to work out their own program with faculty mentors, the program aims to give students a firm grounding in the history of political theory, interpretive theory and the philosophy of the social sciences, and the various strands of contemporary theory.

### *Political Economy & Development*

Comparing policy in the U.S. with those in other nations adds critical insight in a globalized world. Courses in this concentration seek to build an understanding of macro level development by examining the connections between politics and economics. Taught by faculty from different subfields, these courses focus on nation building, social safety nets, the changing role of nation states and national institutions, and the controversial influence of money on people and policies.

### *Public Law*

The subfield of public law at the University at Albany has a national reputation for the quality of its program. The public law faculty pursue a variety of research interests related to law, legal actors, and legal systems. Faculty members in this area focus their research on national and subnational legal processes, the relationship between law and state development, the relationship of law and the legal system to public policy, interest groups, the media, and the political system in general. Faculty members also examine doctrinal issues in constitutional and public law, as well as the relationship of private law to public policy in the United States and around the world.

### *Security & Statecraft*

International conflict and security dominate the politics of most areas of the globe and are key components of our foreign policy conversations. Courses in the concentration focus on the expanded understanding of the concept of security as states and non-state actors develop new strategies, tactics and tools to challenge the established order. Taught by faculty from different subfields, these courses examine patterns of political violence, migration politics, and how nations and the international organizations respond to modern day threats.

## Special Programs or Opportunities

Recognizing the fact that a lawyer must be politically knowledgeable, many pre-law students major in political science. Individuals engaged in the practice of law automatically are involved in political activities because of their dealings with the executive, legislative, and judicial branches of government. Political science majors gain the strong analytical and writing skills they will need to succeed in law school and in legal practice, and the Public Law concentration can help students to determine whether attending law school is the right choice.

The location of the Rockefeller College of Public Affairs and Policy in the capital city of the Empire State affords students of political science unusual opportunities to observe and study the executive, judicial, and legislative branches of the state government, the second largest public employer in the United States. With a few exceptions, the principal office of each state department, division, and office is located in Albany.

Internship opportunities are available for juniors and seniors to work in legislative and other governmental offices in Albany; the department also organizes a competitive Semester in Washington internship program available in the Fall and Spring semester, open to high achieving students across the university.

Library resources to support research in New York State government are excellent. Students have access to the New York State Library, with one of the largest collections in the world. State departments, divisions and offices also have specialized libraries containing information not commonly housed in university or public libraries.

## Degree Requirements for the Major in Political Science

**General Program B.A.:** The major in political science requires a minimum of 36 credits distributed as follows:

- R POS 101, R POS 102, and R POS 103
- 12 credits at or above 300 level in the chosen concentration
- One 400 level writing intensive course (which may be among the credits in the selected concentration)
- 15 political science elective credits, 6 of which must be at or above 300 level or among the 200 level courses requiring a 100 level prerequisite

Majors in Political Science must pick an upper-division concentration from the disciplinary core (American Politics, Global Politics, Political Theory, Public Law) or from the interdisciplinary concentrations (Citizenship, Equality & Inequality, Law & Institutions, Political Economy & Development, and Security & Statecraft). Only one concentration may be completed. Students are required to take at least four courses in their area of concentration at the 300 or 400 level. It is recommended, but not required, that students take their required 400 level writing intensive course in their area of concentration.

The courses for each area of concentration are as follows:

### *American Politics*

- R POS 303/R PAD 304 Public Policy in Theory and Practice
- R POS 319 American Political Development
- R POS 320 American Federalism
- R POS 321/R PAD 321 State and Local Government

- R POS 322/R PAD 322 Government & Politics of New York City
- R POS 323 Urban Government
- R POS 324/ A LCS 375 Latino Politics in the United States
- R POS 325/R PAD 325 The Government and Politics of New York State
- R POS 329/R PAD 329 Administrative Leadership
- R POS 331 American Legislatures
- R POS 332 The Presidency
- R POS 334 American Political Parties and Groups
- R POS 337 Campaigns and Elections in U.S.
- R POS 340/R PAD 340 Introduction to Policy Analysis
- R POS 341/R PAD 341 Washington in Perspective
- R POS 347 Comparative Latin American Migration: The United States and Europe
- R POS 348 Comparative Urban Politics: The United States and Europe
- R POS 365 Government and the Mass Media
- R POS 410/R PAD 410 Minorities and the Politico-Legal System
- R POS 424 Community Politics
- R POS 430 Founding the American National Government
- R POS 433/A WSS 433 Women, Politics, and Power
- R POS 435 Congress and the Presidency
- R POS 438 Political Behavior
- R POS 439 Topics in American Politics
- R POS 495Z/R PAD 490Z Research and Writing in Washington

### *Citizenship*

- R POS 306 Contemporary Democratic Theory
- R POS 321/R PAD 321 State and Local Government
- R POS 334 American Political Parties and Groups
- R POS 307 American Political Theory
- R POS 377 Politics of Southeast Asia
- R POS 433Z/A WSS 433 Women, Politics, and Power
- R POS 439Z Topics in American Politics: Controversies in American Values
- R POS 449Z Topics in Public Law: Equal Citizenship in Comparative Perspective
- R POS 469Z Topics in Comparative Politics: Democracy and Democratization
- R POS 474Z Politics of International Migration

### *Equality & Inequality*

- R POS 313/A WSS 360 Feminist Social and Political Thought

- R POS 324/A LCS 375 Latino Politics in the United States
- R POS 326 Introduction to Public Law
- R POS 336 Civil Liberties
- R POS 387 Public Spending and Fiscal Policy
- R POS 395/R PAD 395 International Political Economy
- R POS 399 Selected Topics: The Welfare State
- R POS 419Z Equality Left and Right
- R POS 426Z American Constitutional Law I
- R POS 427Z American Constitutional Law II
- R POS 449Z Topics in Public Law: Election Law
- R POS 449Z Topics in Public Law: Equal Citizenship in Comparative Perspective
- R POS 469Z Topics in Comparative Politics: Democracy and Democratization

### *Global Politics*

- R POS 317 Comparative Criminal Procedure
- R POS 327 Comparative Judicial Politics
- R POS 343/R PAD 343 Homeland Security
- R POS 347 Comparative Latin American Migration: The United States and Europe
- R POS 348 Comparative Urban Politics: The United States and Europe
- R POS 350/R PAD 350 Comparative Public Policy
- R POS 351 European Politics
- R POS 353 Developing Political Systems
- R POS 354 Russian Domestic Politics
- R POS 355 Government and Politics in Sub-Saharan Africa
- R POS 356 Russian Foreign Policy
- R POS 357/A LCS 357 Latin American & Caribbean Politics
- R POS 360 Violent Political Conflict
- R POS 361 Comparative Ethnicity
- R POS 362 Nationalism and Nation-Building
- R POS 364 Building Democracy
- R POS 366/R PAD 364 Approaches to Development
- R POS 367 Politics of the Middle East
- R POS 368 Information Technology and World Politics
- R POS 370 International Relations: Theory
- R POS 371 International Relations: Practice
- R POS 373/A EAC 373 Government and Politics in the People's Republic of China
- R POS 375 International Organization
- R POS 376 The Foreign Policy of the People's Republic of China

R POS 377 Politics of Southeast Asia  
 R POS 380 Basics of International Law  
 R POS 383 American Foreign Policy  
 R POS 384 Formulation of American Foreign Policy  
 R POS 386 International Conflict and Security  
 R POS 387 Public Spending and Fiscal Policy  
 R POS 395/R PAD 395 International Political Economy  
 R POS 396/R PAD 396 Energy Policy, Domestic and International  
 R POS 398/R PAD 398 Comparative National Security Policy  
 R POS 425Z Justice Reform in Latin America  
 R POS 447Z/A LCS 465 Latina/os and the New Political Economy  
 R POS 448Z Identities, Boundaries & Mobilization  
 R POS 450Z Theory and Research on Global Politics  
 R POS 452Z Communist and Post-Communist Political Systems  
 R POS 469Z Topics in Comparative Politics  
 R POS 472Z International Conflict and Resolution  
 R POS 473Z Economic Relations in the Global System  
 R POS 474Z Politics of International Migration  
 R POS 479Z Topics in International Relations  
 R POS 484Z American Foreign Policy Formulation and Implementation  
 R POS/R PAD/ H HPM 486 International Health and Human Rights: an Interdisciplinary Approach

**Law & Institutions**

R POS 317 Comparative Criminal Procedure  
 R POS 319 American Political Development  
 R POS 325/R PAD 325 The Government and Politics of New York State  
 R POS 326 Introduction to Public Law  
 R POS 331 American Legislatures  
 R POS 332 The Presidency  
 R POS 335 The American Supreme Court  
 R POS 336 Civil Liberties  
 R POS 344 Predicting the Supreme Court  
 R POS 363/R CRJ 353 American Criminal Courts  
 R POS 425Z Justice Reform in Latin America  
 R POS 437Z Law and Society

**Political Economy & Development**

R POS 319 American Political Development

R POS 323 Urban Government  
 R POS 350/R PAD 350 Comparative Public Policy  
 R POS 362 Nationalism and Nation-Building  
 R POS 387 Public Spending and Fiscal Policy  
 R POS 395/R PAD 395 International Political Economy  
 R POS 399 Selected Topics: The Welfare State  
 R POS 439Z Topics in American Politics: Money in Politics  
 R POS 469Z Topics in Comparative Politics: Democracy and Democratization  
 R POS 479Z Topics in International Relations: Money in Politics

**Political Theory**

R POS 301 History of Political Theory I  
 R POS 302 History of Political Theory II  
 R POS 306 Contemporary Democratic Theory  
 R POS 307 American Political Theory  
 R POS 308 Theorists and Theorizing  
 R POS 310 Contemporary Political Philosophy  
 R POS 313/A WSS 360 Feminist Social and Political Thought  
 R POS 314 Problems of Political Inquiry  
 R POS 419Z Seminar in Political Theory

**Public Law**

R POS 326 Introduction to Public Law  
 R POS 328/R PAD 328 Law and Policy  
 R POS 330 Law, Courts, and Politics  
 R POS 333/A WSS 333 Women and the Law  
 R POS 335 The American Supreme Court  
 R POS 336 Civil Liberties  
 R POS 344 Predicting the Supreme Court  
 R POS 346/A WSS 346 Law, Sexual Orientation, and Gender Identity  
 R POS 363/R CRJ 353 American Criminal Courts  
 R POS 425Z Justice Reform in Latin America  
 R POS 426Z American Constitutional Law I  
 R POS 427Z American Constitutional Law II  
 R POS 437Z Law and Society  
 R POS 449Z Topics in Public Law

**Security & Statecraft**

R POS 351 European Politics  
 R POS 367 Politics of the Middle East  
 R POS 383 American Foreign Policy  
 R POS 399 Selected Topics: Foreign Policy and Coercive Statecraft  
 R POS 437 Law and Society

R POS 474Z Politics of International Migration  
 R POS 479Z Topics in International Relations: Politics of Weapons of Mass Destruction and International Security

Internships cannot be used to satisfy the 400 level course requirement, but honors seminars or independent studies can be counted if they are appropriate and with permission.

Independent study courses are used to deal with topics not covered by regular departmental offerings and after classroom courses dealing with the same subject have been completed. Prior to registering for independent study, students must have their proposed research project approved by a faculty member willing to direct the research. The student's prospectus must outline the topic of the proposed research, indicate its importance to political science, and describe the methodology to be employed and methodological problems that may be encountered. Only Public Administration courses that are cross listed with Political Science are acceptable in meeting the 36 credit requirement.

The Political Science Internship (R POS 390) is open to juniors and seniors. A maximum of 3 credits from R POS 390, U UNI 390, 391 or 392 will be applied toward a major in Political Science. Approval of the department is required prior to enrollment.

The Department recommends that students take the 200 level topical courses and/or the department's R POS 250 Research Methods in Political Science. Students who came to UAlbany as transfers are particularly encouraged to take R POS 250.

**Honors Program**

This program is designed to provide qualified students with the opportunity for a special educational experience in small seminars where they can develop their writing, discussion, and analytical skills.

Majors may apply for admission to the Director of the Honors Program at the end of the sophomore year, or for junior transfers, upon admission to the University.

The requirements for admission include: an overall cumulative grade point average of 3.50, and a 3.70 in political science courses; and completion of 12 credits in political science (including, normally, R POS 101, 102, and 103) before beginning the program.



### **Honors Program Requirements**

The Honors Program requires 16 credits of honors work. All students beginning the Honors Program will take *Great Ideas in Political Science* (R POS 496Z). This seminar is taught each fall and only honors students may enroll.

Students in the honors program must take two 4 credit honors versions of existing 300 level courses (R POS 300 level + 1 credit R POS 300). In addition to attending classes and doing the same assignments as the other students in the course, they will earn the additional fourth credit through a tutorial with the faculty member teaching the course that will include extra reading and writing assignments. Students in the honors program will have the option of capping their studies with either a 4 credit honors thesis (R POS 499Z) written under the supervision of a faculty member or a 4 credit version of an existing 400 level course in which the honors student will undertake a major writing project (R POS 400 level + 1 credit R POS 400).

Honors students will need to have an upper-division area of concentration in American Politics, Citizenship, Equality & Inequality, Global Politics, Law & Institutions, Political Economy & Development, Political Theory, Public Law, or Security & Statecraft. The two 300 level honors courses and the 400 level honors course or honors thesis can be used to fulfill this requirement. Honors students must maintain a minimum grade point average of 3.25 overall and 3.50 in political science to continue in the program in the senior year and to graduate with honors.

### **Combined B.A. in Political Science/ M.A. in Political Science**

The combined B.A./M.A. program in Political Science/Political Science provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of undergraduate and master's degree programs from the beginning of the junior year to earn the B.A. and M.A. degrees within nine semesters.

The combined program requires a minimum of 143 credits, of which at least 32 must be graduate credits. In qualifying for the B.A., students must meet all University and school requirements, including the requirements of the major described previously, the minor requirement, the minimum 90 credit liberal arts and sciences requirement, general education requirements, and residency requirements.

In qualifying for the M.A., students must meet all University and school requirements as outlined in the Graduate Bulletin, including completion of a minimum of 32 graduate credits and any other conditions such as field seminars and Master's Essay (R POS 698), professional experience, and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.A. programs.

A student may apply to the combined degree program in Political Science/Political Science at the beginning of their junior year or after the successful completion of 56 credits. To be eligible for admission, the student must have completed at least one semester in residency at this University.

The student must also have completed at least 6 credits of coursework in political science at this University, have a cumulative grade point average of 3.20 or higher, a grade point average of 3.20 or higher in course work completed at Albany, and three supportive letters of recommendation from faculty to be considered for this program.

### **Combined B.A. in Political Science/ M.P.A. in Public Administration**

The combined B.A./M.P.A. program in Political Science/Public Administration provides an opportunity for students of recognized academic ability and educational maturity to fulfill integrated requirements of undergraduate and master's degree programs from the beginning of the junior year. A carefully designed program can permit a student to earn the B.A. and M.P.A. degrees in one less semester than is normally required.

The combined program requires a minimum of 154 credits, of which at least 46 must be graduate credits. In qualifying for the B.A., students must meet all University and school requirements, including the requirements of the major described previously, the minor requirement, the minimum 90 credit liberal arts and sciences requirement, general education requirements, and residency requirements. In qualifying for the M.P.A., students must meet all University and school requirements as outlined in the Graduate Bulletin, including completion of a minimum of 46 graduate credits and any other conditions such as a research seminar, thesis, comprehensive examination, professional experience, and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.P.A. programs.

Students may apply to the combined degree program in Political Science/Public Administration at the beginning of their junior year or after the successful completion of 56 credits. To be eligible for consideration for admission, the student must have completed at least one semester in residency at this University. The student must also have completed at least 6 credits of coursework in political science at this University. Additional requirements for admissions into this program are: a cumulative grade point average of 3.20 or higher; a grade point average of 3.20 or higher in coursework completed at Albany; a grade of *B* or higher in two quantitative courses; and two supportive letters of recommendation from faculty. The Graduate Record Exam is not required. Of the 36 credits required for the B.A. degree in political science, at least 18 credits must be from courses taken in political science on this campus.

### **Combined B.A. in Political Science/ M.I.A. in International Affairs**

The combined B.A./M.I.A. program is highly competitive and allows students to complete their bachelor's degree in Political Science while simultaneously working on a master's in International Affairs degree. Students enroll in graduate courses during their senior year that concurrently count towards both the B.A. and the M.I.A. degrees.

The combined program requires a minimum of 151 credits, of which at least 43 must be graduate credits. In qualifying for B.A., students must meet all University and school requirements, including the requirements for the major described previously, the minor requirement, the minimum 90 credit liberal arts and sciences requirement, general education requirements, and residency requirements. In qualifying for the M.I.A., students must meet all University and school requirements as outlined in the Graduate Bulletin, including completion of 24 graduate credits in the core, 5 elective courses, a capstone project and other conditions such as professional internship or career experience, professional development module and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.I.A. programs.

Students may apply to the combined degree program in Political Science/International Affairs at the beginning of their junior year or after the successful completion of 56 credits. To be eligible for consideration for admission, the student must have completed at least one semester in residency

at this University. The student must also have completed at least 6 credits of course work in political science at this University. Additional requirements for admissions into this program are: a cumulative grade point average of 3.20 or higher; a grade point average of 3.20 or higher in course-work completed at Albany; a grade of *B* or higher in two quantitative courses; and two supportive letters of recommendation from faculty. The Graduate Record Exam is not required. Of the 36 credits required for the B.A. degree in Political Science, at least 18 credits must be from courses taken in political science on this campus.

## Courses in Political Science

### R POS 100 Introduction to Political Science (3)

This course introduces students to political science and its major fields: American politics, comparative politics, international relations and political theory. The course seeks to expose students to the study of social science, to introduce students to college learning.

### R POS 101 American Politics (3)

Introduction to the study of politics, focusing on American national government. Includes some discussion of theoretical questions (such as authority, representation, and consent) and some illustrative examples from the area of comparative and international politics. Only one version may be taken for credit.

### R POS 101W American Politics (4)

R POS 101W is the oral discourse and writing intensive version of R POS 101 in which students will attend a weekly discussion section as well as weekly lectures. Only one version may be taken for credit.

### R POS 102 Comparative and International Politics (3)

The characteristics and development of statehood and power; conditions of stability; constitutions and the comparative political processes; the international order and the nation-state system. Only one version may be taken for credit.

### R POS 102X Comparative and International Politics (4)

R POS 102X is the information literacy version of R POS 102 in which students will attend a weekly discussion section as well as weekly lectures. Only one version may be taken for credit.

### R POS 103 Political Theory (3)

An introductory course in the history of political theory with an emphasis on understanding political ideas and concepts and applying them to perennial issues of political life. Only one version may be taken for credit.

### R POS 103Y Political Theory (4)

R POS 103Y is the oral discourse version of R POS 103 in which students will attend a weekly discussion section in addition to weekly regular classes. Only one version of R POS 103 may be taken for credit.

### R POS 140 (= R PAD 140; formerly R PUB 140) Introduction to Public Policy (3)

Introduction to theories of how democracies make public policy. Describes the roles of government institutions, the media, and interest groups in the policy process. Reviews current theories of how problems are identified and how policies are formulated, enacted, and implemented to address public problems. Only one version may be taken for credit.

### R POS 203 Political Thought (3)

Original works in the history of Western political thought, emphasizing the relevance of this material for understanding political concepts, reflecting on political problems, and critically analyzing contemporary political institutions and ideas. Prerequisite(s): R POS 101 or R POS 102 or R POS 103 or permission of department.

### R POS 204/204Y/204Z Selected Problems in Political Science (1–3)

Selected problems pertaining to political science and/or public policy. May be repeated for credit if content varies. Prerequisite(s): R POS 101 or R POS 102 or R POS 103 or permission of department.

### R POS 206 Politics in Film (3)

This course examines representations of selected aspects of politics in film. The class will use movies as primary texts to analyze campaigns and elections, political parties, war in its multiple expressions, the military, immigration, censorship, the criminal justice system, and the participation of minorities in the political process, among others. Although this will not be the primary focus of the course, the course will also explore the implications of media representations of politics for democracy and democratic participation.

### T POS 219 American Political Development (3)

A study of the historical shaping of American politics. Encompassing institutions, public policies, political culture, and political economy, American Political Development uncovers patterns of political stability and change. It explores critical episodes in American political history in a theoretically-informed fashion. Only one of R POS 319 and T POS 219 may be taken for credit. Prerequisite(s): R POS 101. Open to Honors College students only.

### T POS 220 Great Transformations in American Politics (3)

In the last four decades, American politics and policy have undergone a series of profound transformations that have altered the relationship between the government, the market, and the citizen. This course will consider three of these: the shift towards a pro-market economic policy; the rise of mass incarceration; and the changing welfare state. In addition to exploring these policy shifts, we will also examine the ideas that have underpinned them: liberalism, neo-liberalism, and conservatism. Moreover, while many of the great transformations in American politics and policy have occurred at the federal level, there is much variation among the states and the cities. Therefore, we will also peer beneath the national level to see how these shifts

have played out differently in different places. As such, our study at the subnational level will focus on two contradictory tendencies: the right-wing imposition of austerity on the states and progressive efforts to raise the minimum wage at the state and local levels. We will also consider whether the Trump presidency will herald another “great transformation.” Open to Honors College students only.

### T POS 248 Identities, Boundaries, and Mobilization (3)

This course explores the political nature of identities, and particularly the way collective identities are shaped, maintained, and deployed. Taking an interdisciplinary approach, we will examine key dimensions of identity, modes, and strategies of inclusion and exclusion, forms of “identity politics,” and questions of intersectionality (the overlapping of identity categories, as for race and gender). Course materials will span everything from theoretical approaches to identity mobilization to nationalism and secessionism, to the politics of gender and ethnicity, and will combine conceptual works, case studies, and literature. Assignments will include a series of short reaction papers, a collaborative final project, and class presentations. Only one of T POS 248 and R POS 448Z may be taken for credit. Open to Honors College students only.

### R POS 250 Research and Method in Political Science (3)

This course is designed to equip students with the tools for doing original research in political science and providing them with an opportunity to do such research. Only one of R POS 250 and T POS 250 may be taken for credit. Prerequisite(s): R POS 101 or R POS 102 or R POS 103 or permission of department.

### T POS 250 Research and Method in Political Science (3)

This honors course is designed to equip students with the tools for doing original research in political science and providing them with an opportunity to do such research. T POS 250 is the Honors College version of R POS 250; only one may be taken for credit. Open to Honors College students only.

### T POS 255 (= T LCS 255) Race and the American Empire (3)

This course will explore the relationship between racism and the formation of the American empire from approximately 1776 through the end of the Progressive Era. By the early 20<sup>th</sup> century the United States emerged as a world power after a relentless process of continental and overseas territorial expansion. The young nation employed an ideology of racial superiority and predestination to justify its expropriation of the land and natural resources of other peoples and nations, to capture a continuous supply of labor, and to acquire new export. Theories of Manifest Destiny, white man’s burden, social Darwinism, and religious doctrines were some of the narratives central to an ideology of racial supremacy in service of empire. Only one version may be taken for credit. Open to Honors College students only.

**T POS 260 Political Violence: Honors Course (3)**

This course is designed to introduce students to the study of violent political conflict. We will examine the how, why, and when of violent political conflict both domestic and international. What are the key empirical and normative questions raised by violent political conflict and what answers to these questions does the literature offer? What other strategies, like non-violence and negotiation are available to actors instead of political violence? In this course, in addition to studying the theories that have been developed to explain the politics and history of violent political conflict, students will have an opportunity to participate in simulation exercises designed to sharpen their analytic skills in the subject area. T POS 260 is the Honors College version of R POS 360. Only one version may be taken for credit. Open to Honors College students only.

**T POS 261Y Comparative Ethnicity (3)**

The composition and problems of various ethnic and religious minorities: their origins, characteristics, political mobilization, and degree of integration into the social and political systems of the new post-colonial nations of Asia, Africa, and Latin America examined against a background of European, American, and Russian experience. T POS 261 is the Honors College version of R POS 361; only one may be taken for credit. Open to Honors College students only.

**R POS 266 International Political Economic Science (3)**

The course will address the historical significance of struggles for the control of world petroleum resources. The topics to be covered include: (1) the competition for power in the Middle East, and the competition among major powers for domination of world oil supplies; (2) Financial crises related to oil industry, in particular the collapse of the gold standard in 1974 and the decline of the dollar in 2008; (3) The politics of environmental regulation and alternative fuels with reference to tropospheric (ground level) pollution and also the Greenhouse Effect; (4) alternative fuels and their strategic context e.g. Germany's synthetic fuels program in the 1930s; (5) the role of speculation in energy pricing; (6) resource depletion theory.

**T POS 266 International Political Economic Science (3)**

T POS 266 is the Honors College version of R POS 266; only one may be taken for credit. Open to Honors College students only.

**T POS 272 (= T PAD 272 & T SPH 272) Health and Human Rights: an Interdisciplinary Approach (3)**

This course takes an interdisciplinary approach to health and human rights and the contemporary challenges and solutions associated with them. The course will be taught with guest lectures from experts in public health, philosophy, social welfare, law, gender studies, public administration the United Nations, among others. Through lectures, discussion and case studies, students will develop a broad theoretical understanding of health as a human right, become familiar with legal and policy frameworks to

support public health, and acquire skills in the application of these concepts and the implementation and evaluation of solutions to our modern health challenges. T PAD/T POS/T SPH 272 is the Honors College version of R PAD/R POS/H HPM 486. Only one version may be taken for credit. Open to Honors College students only.

**R POS 295/295Z (= A HIS 295/295Z) The Supreme Court and American Constitutional History (3)**

This course treats the history of the Constitution through an examination of many of the major arguments made about it before the Supreme Court of the United States. This course allows us to understand the critical role counsel has made in shaping arguments before the Court, the way in which litigants representing competing social demands have pushed the envelope of American constitutionalism, and the means by which the Courts' agenda (and American constitutional history) has changed in response to those arguments and the underlying social circumstances that have informed them during the previous two centuries. Only one version may be taken for credit. May not be offered in 2016-2017.

**T POS 295 (= T HIS 295) The Supreme Court and American Constitutional History (3)**

T POS 295 is the Honors College version of R POS 295. Only one version may be taken for credit.

**R POS 300 Honors Tutorial in Political Science (1)**

A one credit honors tutorial accompanying a 300 level political science course. May be repeated for credit. Open only to students in the Political Science Honors Program. Prerequisite(s): permission of instructor.

**R POS 301 History of Political Theory I (3)**

An examination of classical texts in political theory from ancient Greece to the 15<sup>th</sup> century.

**R POS 302 History of Political Theory II (3)**

An examination of classical text in modern political thought from the Renaissance to the 19<sup>th</sup> century.

**R POS 303 (= R PAD 304) Public Policy in Theory and Practice (3)**

Examines the theoretical foundations of public policy research, of alternative models of public policy formation, their methodologies, and the relationship between the theory and practice of the policy sciences. Inquiries into the practice of public policy; focuses on actual policies in a substantive area. Only one version may be taken for credit. Prerequisite(s): R POS 101 or R POS/R PAD 140, or junior or senior standing.

**R POS 306 Contemporary Democratic Theory (3)**

An historical and analytical examination of modern conceptions of democracy. The course will focus on the meaning of democracy, the justifications for democratic self-governments and the variety of models that have been offered as the realization of a democratic society and their forms of democratic legitimization.

**R POS 307 American Political Theory (3)**

The development of political thought and action in the American experience.

**R POS 308 Theorists and Theorizing (3)**

This course will focus on the work of a single political theorist. Students will become acquainted with the major writings of one theorist who has been chosen both for the historical and contemporary significance of his/her thought and for the purpose of learning the value of in-depth study of works that have such a significance. Along with studying the work of a major theorist, students may examine the different interpretations of that work and the conflicts and problems that arise in the practice of interpretation. May be repeated for credit if content varies.

**R POS 309 (= A GLO 303) Theoretical Perspectives on Globalization (3)**

This course takes up the ambitious task of theorizing globalization, one of the defining conceptual rubrics of our current historical moment. Under investigation, then, is not only globalization — its origins, dynamics, characteristics, and consequences — but also theory. What role can intellectual and critical inquiry play in the world today? What is the relationship between generalization and particularity, that is to say between conceptual models that engage in broad forms of periodization, systemic analysis, or abstraction, versus those analytical models that focus on the particular, the local, the historically or geographically specific? What is the relationship between theory and critique? What are the intellectual traditions that inform contemporary thought? And how might a reflective investigation of theory help us to better understand and respond to the globalizing processes and structures that condition the world in which we live? Engaging these questions, the course will review a variety of influential theoretical perspectives that analyze the origins, dynamics, and consequences of globalizing forces. Focusing on key areas of contention and commonality, the course aims to provide students with a complex understanding of the assumptions, contribution, and limitations of current theoretical perspectives on globalization. Only one version may be taken for credit.

**R POS 310 Contemporary Political Philosophy (3)**

Analysis of selected perspectives in the political and social thought of the 19<sup>th</sup> and 20<sup>th</sup> centuries.

**R POS 313 Feminist Social and Political Thought (3)**

The major documents of American, English, and Continental feminist thought. Emphasizes chronological development and continuity and change in feminist theory. Particular attention to the directions feminism has taken since the 1960s.

**R POS 314 Problems of Political Inquiry (3)**

Introduction to the discipline of political science and contemporary approaches to the study of politics.

**R POS 316 (= R PAD 316; formerly R PUB 316)  
Methodological Tools for Public Policy (3)**

Introduction to research design, statistics, and computer usage in public policy with an emphasis on the interpretation of results. Students examine experimental, quasi-experimental, and non-experimental research designs, summarize and present univariate distributions, perform bivariate and multivariate analyses including simple cross-tabulations and multiple regression analysis, and learn to use a computer to perform statistical and data management operations. Only one version may be taken for credit.

**R POS 317 Comparative Criminal Procedure (3)**

“Due process” is a core element of democracy and the rule of law. Criminal procedure encompasses all the legal actors, institutions, and steps between them that make due process possible in the criminal justice system — from police to prison, initial detention to final custody. In an effort to identify best practices in criminal procedure and understand the causes and consequences of these practices, this course examines the criminal process across different countries and criminal procedure reform over time within individual countries.

**R POS 319 American Political Development (3)**

A study of the historical shaping of American politics. Encompassing institutions, public policies, political culture, and political economy, American Political Development uncovers patterns of political stability and change. It explores critical episodes in American political history in a theoretically-informed fashion. Only one of R POS 319 and T POS 219 may be taken for credit. Prerequisite(s): R POS 101.

**R POS 320 American Federalism (3)**

This course focuses on the theoretical, constitutional, and political dimensions of American federalism, including the tensions between the planes of government, interstate relations, and the problem-solving capabilities of the federal system. Particular emphasis is placed upon the formal powers of each plane of government and the limitations upon these powers. The reasons for and the political significance of the increasing use of preemption powers by the Congress will be examined.

**R POS 321 (= R PAD 321; formerly RPUB 321)  
State and Local Government (3)**

Course focus is on intergovernmental relations; the interdependent roles of governors, legislatures, and courts in policymaking and implementation; the organization, functions, and jurisdiction of local governments; interaction of political parties and interest groups with formal institutions and processes; and problems in selected functional areas. Emphasis will be placed upon socio-economic trends leading to change in state and local governments, consequent issues raised, and proposals made in response to such issues. Only one version may be taken for credit. Prerequisite(s): R POS 101.

**R POS 322 (= R PAD 322; formerly R PUB 322)  
Government & Politics of New York City (3)**

Introduction to New York City’s major political and governmental institutions, with an emphasis

on the recurring efforts to provide for borough and community input into the city’s policy making and implementation processes and to increase inter- and intra-party competition. Only one version may be taken for credit.

**R POS 323 Urban Government (3)**

Examines governmental patterns in major urban areas of the United States. Considers the nature of a municipal corporation, forms of government, state-local relations, and urban politics.

**R POS 324 Latino Politics in the United States (3)**

This course reviews Mexican, Puerto Rican, and Cuban participation, perspectives and issues on American politics. Each Latino sub-group will be analyzed and comparisons will be made between Latino sub-groups and between Latinos and other groups. The following questions will be examined: What is the context of Latino politics? What characterizes Latino political behavior? What is the place of Latinos in the U.S. political system? What are the political perspectives and values? What issues form the basis of their political mobilization and incorporation? What are their political prospects? We will be concerned with relevant historical, interpretive, and theoretical issues raised by the Latino political experience, with an emphasis on electoral representation, issues of gender, race, and ethnicity, education, affirmative action, and radical politics. Only one version may be taken for credit.

**R POS 325 (= R PAD 325; formerly R PUB 325)  
The Government and Politics of New York State (3)**

Introduction to the major political governmental institutions in New York. Examines the executive, legislative, and judicial branches of government; the nature of parties and election, and of selected policy questions. Only one version may be taken for credit. Prerequisite(s): R POS 321.

**R POS 326 Introduction to Public Law (3)**

What is law and why is it such a significant part of modern-day society and culture in the United States? How does the legal system operate through its various actors — judges, lawyers, and juries — to enable individuals to resolve disputes without resorting to violence? How does the law operate to structure and control the state? From where does legal power arise and what are its limits? How does the law both constrain and empower subordinated individuals and groups in American politics and society? These questions and others are the subject of this course, providing students with a general overview of the legal system of the U.S. The course is intended primarily for students who have little/no prior background in law. Some students will take the course as a gateway to further study about law, others will use it to broaden their understanding of the legal system as one of the most significant and powerful institutions in the modern state.

**R POS 327 Comparative Judicial Politics (3)**

This course is about judicial politics in different countries, i.e., different justice systems. Judicial politics is the study of how political dynamics shape courts (including justice reforms and

actual court decisions) and how courts, in turn, shape politics (including the social impact of institutional rules and decisions). The course introduces the two main systems of law in the world and the primary theoretical approaches to understanding judicial politics, proceeding to analyze how institutions and actors in different systems of law interact with various patterns of democracy and democratization.

**R POS 328 (= R PAD 328; formerly R PUB 328)  
Law and Policy (3)**

Examination of the role of the of the courts in the public policy process and in substantive policy fields; integrates the literature of law and policy and applies it to such areas as mental health care, corrections, human resources, education, and housing policy. Only one version may be taken for credit.

**R POS 329/329Z (= R PAD 329/329Z)  
Administrative Leadership (3)**

This class examines leadership, management and human behavior within and among complex organizations, with special emphasis on the distribution and use of power by organizational actors. The course will also examine how leaders can position their organizations to gain the greatest results and most significant impact on and for organizational stakeholders. Only one version may be taken for credit.

**R POS 330 Law, Courts, and Politics (3)**

The structure and function of the courts in the American political system with special attention to staffing, the decision-making process, judicial policy making, and checks upon judicial power. Students who have taken R POS 230H may not take R POS 330 for credit.

**R POS 331 American Legislatures (3)**

Examination of the legislative function in the American political system. Inquiry into the sources of legislative power, the institutions involved in formulating legislation, and the people who participate in the legislative process. This course is recommended for students contemplating a legislative internship.

**R POS 332 The Presidency (3)**

The principal institutions, functions, and problems of the executive branch of government. Emphasizes the President as political leader, head of state, and administrator, as well as on his relations with Congress.

**R POS 333 (= A WSS 333) Women and the Law (3)**

This course surveys the relationship between women and the law, looking at the way that women have been defined as legal subjects over time and through intersections of gender, sexual orientation, race, and class. The course focuses on the United States, but may also include discussion of women’s status in international law and cross-national comparisons of legal policies. Only one version may be taken for credit. Prerequisite(s): R POS 101 and junior or senior standing, or permission of instructor. May not be offered in 2018-2019.

**R POS 334 American Political Parties and Groups (3)**

Examination of the theory, organizational forms, and dynamics of political group formation and activity, with special attention given to the political party system, interest groups, political leadership and electoral behavior.

**R POS 335 The American Supreme Court (3)**

The role of the Supreme Court in American political life. Topics include: access to the court; the nature of Supreme Court decision making; the selection of Supreme Court justices; the relationship between the Supreme Court and the executive and legislative branches of government; and the major substantive issues with which the Supreme Court has been concerned.

**R POS 336 Civil Liberties (3)**

The ways in which the courts have interpreted the Constitution with respect to individual freedoms. Examines a range of source materials to assess the role of the judiciary in arbitrating between the individual and the state, and its implications in American political life

**R POS 337 Campaigns and Elections in U.S. (3)**

This course will examine how people run for office in the United States. We will examine elections for the presidency, Congress, etc. Topics will include the decision to run pre-nomination and general election campaigns; the role of parties; interest groups; media; campaign finance; advertising and other campaign techniques. The assignments also include historical comparisons to consider what makes some elections more significant than others. We need to ask what elections really decide besides who holds office. Ultimately, the basic issue is whether the structure and content of U.S. elections fosters or distorts democratic representation.

**R POS 340 (= R PAD 340; formerly R PUB 340) Introduction to Policy Analysis (3)**

Policy analysis involves advising policy makers about political, technical, and implementation feasibility of their options. This course will introduce students to different roles played by analysts, techniques of analysis, and to the range of generic policy implements. Only one version may be taken for credit. Prerequisite(s): R PAD/R POS 140, R PAD/R POS 316, A ECO 110. May substitute R PAD 316 with an alternate introductory statistics course. May waive R PAD 140 with permission of the instructor.

**R POS 341 (= R PAD 341 & C EHC 341; formerly R PUB 341) Washington in Perspective (3)**

This course uses different policy areas to examine the institutional structures, key non-state actors, and domestic and international context of American government. Course faculty will take advantage of the course location in the nation's capital and include field trips and guest speakers. Prerequisite(s): one of C EHC 101 or R PAD 140 or R POS 101 or R POS 102; one 300 level course in C EHC, R PAD or R POS; junior or senior standing; or permission of the Department.

**R POS 342 (= R PAD 342 & C EHC 342) Washington Internship (9)**

This is the internship component of the spring Washington Semester program. Admission by application. Enrollment limited. Preference to R POS Honors students. For information and applications, see Department of Political Science office or website. Deadlines and interviews in the early fall. Does not count toward a Public Policy and Management major or minor. Prerequisite(s): R POS 101, one 300 level course in American government, junior class standing. Corequisite(s): R POS 341 and R POS 495 or R PAD 341 and R PAD 490. *S/U* graded.

**R POS 343 (= R PAD 343 & C EHC 343) Homeland Security (3)**

This undergraduate survey course introduces students to the U.S. government response to the attacks of September 11, 2001, specifically, the second largest reorganization of the executive branch that produced the U.S. Department of Homeland Security. Topics examined include border and transportation security, customs, immigration policy and enforcement; preparedness and capabilities building, response and resilience; critical infrastructure protection; threat and vulnerability assessment and risk management; cybersecurity; counter-terrorism. Although the course is primarily focused on U.S. Federal government activities, it will also examine state and local dimensions of homeland security as well as U.S. government interactions with other countries in the homeland security domain. Only one version may be taken for credit. Prerequisite(s): C EHC/R PAD 101 or permission of instructor.

**R POS 344 Predicting the Supreme Court (3)**

How will the U.S. Supreme Court decide upcoming cases? This course introduces students to three core topics: (1) the main legal and social science approaches to understanding how and why Supreme Court justices decide cases the way they do; (2) major data sets on these Supreme Court decisions; and (3) statistical approaches to understanding patterns and relationships in these data. An emphasis is also placed on explaining these patterns and relationships, not just identifying them. With these ideas, real data, and methods in place, the course culminates in a fun, friendly competition to see who can use the data and methods to best predict and explain the decisions of the current Supreme Court term just as the Court is itself announcing those decisions in the spring.

**R POS 346 (= A WSS 346) Law, Sexual Orientation, and Gender Identity (3)**

This course will examine how law, institutions, and society interact to define the contested boundaries of legal rights based on the issues of sexual orientation and gender identity. We will be looking at scholarship in the area of law and sexuality as well as relevant court cases at the state and federal levels. These will raise some big questions: Do courts even matter in creating social change for LGBT people? Why have transgender people been less successful in achieving rights reform? How do beliefs on religion and family play a role in defining rights?

As the country looks ahead to greater state legislative activity and judicial action, this area becomes increasingly salient to our national politics every day. Only one version may be taken for credit. May not be offered in 2018-2019.

**R POS 347 Comparative Latin American Migration: The United States and Europe (3)**

This course examines and compares the migration experience of people from Latin America to the United States and selected European countries. The course offers students a comparative historical perspective on immigration and immigration policy and it explores the political, cultural, and socioeconomic impact of immigration processes in the receiving settings and the differences and similarities in the life experience of immigrants after settlement, focusing on socioeconomic outcomes and political participation broadly defined.

**R POS 348 Comparative Urban Politics: The United States and Europe (3)**

This course examines urban politics historically and comparatively looking at social movements, neighborhood mobilization, and urban public policy in American and European cities. The course focuses on the interplay between urban political mobilization, urban policy, and political change. The course will review theories of power and compare urban government structures and their relationship to political participation and political representation.

**R POS 349 (= A LCS 349) Urban Politics in Latin America (3)**

This course examines from a theoretical and historical perspective the context and character of politics and political participation in major Latin American urban cities. Only one version may be taken for credit.

**R POS 350 (= R PAD 350; formerly R PUB 350) Comparative Public Policy (3)**

Comparison of the processes, content, and impact of public policy in both developed and underdeveloped, socialist and nonsocialist countries. Only one version may be taken for credit. Prerequisite(s): R POS 101 or R POS 140, or junior or senior standing.

**R POS 351 European Politics (3)**

Politics and political change in contemporary Europe, as reflected in ideology, organization and leadership. Both Western and Eastern Europe are treated in a common, comparative framework.

**R POS 353 Developing Political Systems (3)**

A study of political development and modernization in The Third World of Asia, Africa, and Latin America; the meanings and measurement of the concepts; groups involved in the process such as the military, bureaucracies, intellectuals, minorities, and charismatic leaders.

**R POS 354 Russian Domestic Politics (3)**

In-depth study of Russian and Soviet internal politics, 1861 to the present. Emphasizes the activities of the Communist party of the Soviet Union-political, economic, and ideological-and changing characteristics of the Soviet political

system. Equal attention to the origins of the Communist party and to the Lenin, Stalin, Khrushchev, Brezhnev, Andropov, Gorbachev, and Yeltsin eras.

**R POS 355 Government and Politics in Sub-Saharan Africa (3)**

The relationship between ideologies, institutions, and individuals in African political systems. Examines implications of these factors for African political behaviors (domestic and international).

**R POS 356 Russian Foreign Policy (3)**

Survey of Soviet and Russian activities in international relations, 1917 to the present. Attention is focused on the Soviet Union's relations with Western Europe, Eastern Europe, China, the developing nations, and the United States, and contemporary Russian policy. Previous study of Soviet internal politics is desirable, but not a prerequisite.

**R POS 357 (= A LCS 357) Latin American & Caribbean Politics (3)**

The course will examine the current process and societies in the hemisphere. Emphasis will be on Latin America and the Caribbean with implications of globalization for all workers and societies of the Americas. Only one version may be taken for credit. Prerequisite(s): A LCS 100 or permission of instructor.

**R POS 360 Violent Political Conflict (3)**

This course is designed to introduce students to the study of violent political conflict. We will examine the how, why, and when of violent political conflict both domestic and international. What are the key empirical and normative questions raised by violent political conflict and what answers to these questions does the literature offer? What other strategies, like non-violence and negotiation are available to actors instead of political violence? In this course, in addition to studying the theories that have been developed to explain the politics and history of violent political conflict, students will have an opportunity to participate in simulation exercises designed to sharpen their analytic skills in the subject area. R POS 360 is the non-Honors version of the T POS 260. Only one version may be taken for credit.

**R POS 361 Comparative Ethnicity (3)**

The composition and problems of various ethnic and religious minorities: their origins, characteristics, political mobilization, and degree of integration into the social and political systems of the new post-colonial nations of Asia, Africa, and Latin America examined against a background of European, American, and Russian experience. T POS 261 is the Honors College version of R POS 361; only one may be taken for credit.

**R POS 362 Nationalism and Nation-Building (3)**

Classical and recent scholarly debates regarding nationalism and nation-building: theoretical and historical evolution of nationalism, nationalist movements, and nation-building; some of the most salient contemporary issues related to the national question, including the effects of globalization and the resurgence of nationalist movements in the post-Cold War era.

**R POS 363 (= R CRJ 353) American Criminal Courts (3)**

Examines the organization and operations of state and local criminal court systems from the perspective of social science research and public policy analysis. Major issues include: the role of courts in American society; bail and pre-trial procedures; the roles and decisions of prosecutors, judges and the defense bar; selection and operation of grand juries and trial juries; sentencing of criminal defendants; and others. The operations of juvenile and adult courts are compared, and efforts directed toward court reform are assessed. Only one version may be taken for credit. Prerequisite(s): junior or senior standing.

**R POS 364 Building Democracy (3)**

A key shift in politics around the world has been the increasing number of democracies. This shift has important implications for everything from human rights to economic policy. This course will explore the causes and effects of democratization focusing on topics such as political economy, international pressures, and coalition building.

**R POS 365 Government and the Mass Media (3)**

Study of the relation of the mass media to the American political process, including an examination of the effect of the mass media on legislative actions, the executive, voting behavior, and the bureaucracy.

**R POS 366 (= R PAD 364) Approaches to Development (3)**

Leaders and citizens of low and moderate income countries have long worked to increase economic, social and political development. After reviewing the origin and evolution of these concepts, the class will focus on how national leaders, international institutions as the World Bank, and nongovernmental organizations have pursued development. The class will address the steps that can be taken to address persistent problems of global poverty, public health, deficits in democracy, and widespread armed conflict. The course will take an interdisciplinary approach that will blend insights from the disciplines of economics, political science, and anthropology in order to generate fresh thinking on important policy issues facing governments in developing and developed countries. Aside from readings, and class discussions, groups of students will work together to address important issues in policy memos that will be presented to the class. Only one version may be taken for credit. Prerequisite(s): junior or senior status.

**R POS 367 Politics of the Middle East (3)**

This class will cover selected topics in relation to the political development of the Middle and near East, an area loosely defined to cover the region from Morocco to Afghanistan and including modern Turkey and the Caspian littoral states. Topics will vary. Examples will include, but are not limited to, the classic British Imperial period, revolutions, the oil industry, regional conflicts such as the Iran-Iraq war of the 1980s, and the tensions between secular modernization and Islamic systems of government.

**R POS 368 Information Technology and World Politics (3)**

Broad overview of the information revolution and its political consequences. Examines the impact of information technologies on diplomacy, global security, the international political economy, and international organization with a particular emphasis on the use of administrative information systems and the Internet by governments and other public sector organizations.

**R POS 370 International Relations: Theory (3)**

The uses of theory in observing the interaction patterns found in the international system. Examines concepts of equilibrium, conflict and nationalism. Theoretical propositions about power, war, and diplomacy are tested and counter-theories formulated.

**R POS 371 International Relations: Practice (3)**

Fundamental procedures of interstate and transnational relations. The historical evolution of the international system, statecraft, the use of force, negotiation and diplomacy, alliance formation, and nationalism and imperialism. Note: R POS 370 is not a prerequisite for R POS 371.

**R POS 373 (= A EAC 373) Government and Politics in the People's Republic of China (3)**

Examination of the origins of the Communist movement in China against the backdrop of the decline of dynastic rule and the era of Western imperialism. The implications of ideology, institutions, and individuals for public policy in the People's Republic of China. Only one version may be taken for credit.

**R POS 375 International Organization (3)**

The structure and processes of the United Nations evaluated in terms of its historical antecedents and the challenges that face it. The operational foundations of the specialized agencies and such other governmental organizations as are universal in character. Close attention to the forces and interest groups of international scope to which the United Nations and related organizations respond.

**R POS 376 The Foreign Policy of the People's Republic of China (3)**

The post-1949 foreign policy of the People's Republic of China, especially vis-à-vis the United States, the Soviet Union, Western Europe, Japan, and an array of developing countries.

**R POS 377 Politics of Southeast Asia (3)**

This class will introduce the politics and societies of the eleven states comprising Southeast Asia. The course will include an overview of the regions as a whole as well as of each country's political and social order, an exploration of prevailing theoretical approaches to the study of Southeast Asia and an analysis of major political issues of the region: nationalism and nation-building, ethnic and religious pluralism, developmentalism, reformist movements, and regional initiatives. Prerequisite(s): Prior knowledge of one or more countries in the region is helpful, but not required. R POS 102 strongly recommended.

**R POS 380 Basics of International Law (3)**

Analytical survey of the precedents and limitations of world law. The uses of law for the pacific settling of disputes and wars using varied texts, cases, and documents.

**R POS 383 American Foreign Policy (3)**

An examination of the patterns of American foreign policy in economic and security issues from the turn of the century through the end of the Cold War. This analysis provides the basis for discussion of the prospects for American foreign policy as we move into the 21<sup>st</sup> century.

**R POS 384 Formulation of American Foreign Policy (3)**

Introduction to the political institutions and values of the American foreign policy process. Issues considered: American national character; the search for national interests; the role of interest groups and public opinion; the Congress; the presidency; the military-industrial complex; the policy system in times of peace and Cold War.

**R POS 386 International Conflict and Security (3)**

This course explores the use of coercive diplomacy and military violence in international relations. It focuses on the broad security issues facing states and examines the factors that bring them into conflict with one another. Topics may include economic sanctions, military power, international conflict, arms races, arms control, alliance politics, multilateralism, terrorism, weapons of mass destruction, and foreign support of insurgencies. Students will be called upon to analyze these topics through some combination of policy briefs, research papers, and examinations.

**R POS 387 Public Spending and Fiscal Policy (3)**

This course focuses on the politics of public finances. It explores the social conflicts surrounding taxation, public spending, and public debt, the role played by different political actors and institutions in fiscal policy choices, and the influence of non-governmental and supra-national organizations (like rating agencies or the International Monetary Fund) on national public finance. It seeks to answer questions like 'Why do different countries spend and tax so differently?' 'Why do some countries get dangerously indebted?' 'How do others keep their budgets in balance?' The course relies primarily on lectures and class discussion. The last five classes are set aside for team-projects analyzing the significant problems of several countries in the wake of the global economic and financial crisis.

**R POS 390 (= R PAD 390; formerly R PUB 390) Internship: Political Science/ Public Administration & Policy (3)**

Students will actively participate in the political process through working in a staff position at a recognized political agency, organization or institution to test — in a nonacademic setting — the concepts and theories examined in the classroom. Internships are open only to qualified juniors and seniors. Only one version may be taken for credit. Prerequisite(s): permission of instructor. *S/U* graded.

**R POS 395 (= R PAD 395; formerly R PUB 395) International Political Economy (3)**

Examines world trade conflicts and impact of economic nationalism on global economy. Emphasizes U.S. policy formulation in recent decades and trade protection and economic nationalism as exercised in U.S. domestic and foreign policy. Only one version may be taken for credit.

**R POS 396 (= R PAD 396; formerly R PUB 396) Energy Policy, Domestic and International (3)**

Analyzes present and future shortfall of energy supplies, availability of fuel sources to replace imported oil or U.S. energy production, and conflicts between OPEC, OECD consumers, and U.S. government. Projections of future conflict over energy controls within and between nation states. Only one version may be taken for credit. Prerequisite(s): R POS 101 or R POS/R PAD 140, or junior or senior standing.

**R POS 397 Experiential and Service Learning in Political Science (0-3)**

This course provides academic structure and oversight to service-learning and community engagement components available as options in other Political Science offerings. May be repeated but only three credits total may apply for the major in Political Science.

**R POS 398 (= R PAD 398; formerly R PUB 398) Comparative National Security Policy (3)**

The purpose of this course is to introduce students to the major theoretical explanations for the foundation and implementation of national security policy. The course will focus of two central questions. First, what determines the basic security strategy of different states? Second, once this strategy is mapped, how do different states translate strategy into particular security policies? A variety of historical and contemporary cases will be used to determine which theories best answer these questions. Only one version may be taken for credit.

**R POS 399 (= R PAD 399; formerly R PUB 399) Selected Topics (3)**

Investigation of selected topics in political science and/or public policy. Specific topics selected and announced by the instructor when offered. May be repeated for credit if content varies. Prerequisite(s): R POS 101 and R POS 102, and permission of instructor.

**R POS 400 Honors Tutorial in Political Science (1)**

A one credit honors tutorial accompanying a 400 level political science course. May be repeated for credit. Open only to students in the Political Science Honors Program. Prerequisite(s): permission of instructor.

**R POS 410Z (= R PAD 410Z; formerly R PUB 410Z) Minorities and the Politico-Legal System (3)**

Selected minority problems that appear in connection with the politico-legal system. Considers legislative, administrative and judicial responses and explores alternative public policy options. Only one version may be taken for credit.

**R POS 417Z Research Methods in Political Science (3)**

Continuation of R POS 316. It is expected that students will have taken R POS 316 during the first semester of the current academic year in which they enroll for this course. Prerequisite(s): R POS 316.

**R POS 419Z Seminar in Political Theory (3)**

Special topics in political theory and philosophy. Prerequisite(s): two courses in political theory, or permission of instructor.

**R POS 424 Community Politics (3)**

Examines the bases of power at the local level. Political power, social stratification, and technology are discussed within a historical and contemporary context. Recommended: prior course in state and local government.

**R POS 425Z Justice Reform in Latin America (3)**

This course examines the patterns, causes, and consequences of justice reforms in Latin America over the last 30 years. Students will first explore the political, economic, and social costs of weak, abusive, or otherwise ineffective justice institutions, and then address the ways in which national and regional reform projects have sought to improve these institutions, including police, prosecutors, and courts, as well as non-criminal justice institutions (e.g., family and commercial courts).

**R POS 426Z American Constitutional Law I (3)**

This course focuses on the major constitutional controversies of 18<sup>th</sup> and 19<sup>th</sup> centuries. Using Supreme Court decisions and other documents, the course will examine dominant constitutional understandings of the Founding, Jeffersonian, Jacksonian, Civil War, Reconstruction, and Guided Age periods. The course includes an examination of Americans' understandings of the power and authority of the federal and government, and the rights persons possessed under the Constitution.

**R POS 427Z American Constitutional Law II (3)**

This course focuses on the major constitutional controversies of the 20<sup>th</sup> and 21<sup>st</sup> centuries. Using Supreme Court decisions and other documents, the course will examine dominant constitutional understandings of the progressive, New Deal, Great Society, Reagan conservative reformers. The course includes an examination of Americans' understandings of the power and authority of the federal and government, and the rights persons possessed under the Constitution.

**R POS 428Z Comparative Legal Systems (3)**

Examination of basic cases in their historical settings and analysis in terms of legal or constitutional issues and judicial doctrines in the area of criminal justice, including search and seizure, self-incrimination, the right to counsel, and the right of a fair trial.

**R POS 430Z Founding the American National Government (3)**

Many contemporary disputes in American politics reflect ongoing debates that were first articulated clearly during the drafting and ratification of the Constitution in 1787. (Some examples:

war powers, small versus large government, governmental concern with character formation or morality, factions and the common good, direct democracy versus representation, the role of “elites,” etc.) This course will examine the founding debates closely, linking specific decisions to some of the broad themes just mentioned. It will also use student papers to carry the disputes through the early years of the government. The course will require interpretive papers based on assigned reading, and one research paper based on primary source documentation. Prerequisite(s): junior or senior standing.

**R POS 433/433Z (= A WSS 433/433Z)  
Women, Politics, and Power (3)**

Examines the role of women within American society; identifies the systematic factors that have contributed to women’s sociopolitical exclusion; and investigates selected contemporary ideologies that posit a redefinition of the power relationships within society as the primary political objective. Only one version may be taken for credit.

**R POS 435Z Congress and the Presidency (3)**

An examination of the dynamic political inter-relationship between the elected branches of government. Specific topics may vary from year to year, but typical ones would include: the President’s legislative role; Congress’s role in foreign and national security policy; the budget as a vehicle for interbranch conflict; and proposals for institutional reform. Short, theme papers and a longer research paper will be required. Some previous course work on Congress or the Presidency is recommended.

**R POS 437Z Law and Society (3)**

Examination of central aspects of the legal process, focusing primarily on Anglo-American common law. Attention to the meaning of law and law’s functions; legal education and practice; basic procedural matters, and exposure to the law of manufacturer’s liability, contracts and labor management relations (injunctions and administrative law).

**R POS 438Z Political Behavior (3)**

Politically relevant behaviors are discussed in terms of their psychological and sociological determinants. Emphasizes manifest and latent political training in numerous contexts.

**R POS 439/439Z Topics in American Politics (3)**

Special topics course in American politics. Topics will vary from semester to semester. Only one version may be taken for credit.

**R POS 447 (= A LCS 465) Latino/as and Inequality in America (3)**

This course is about the political engagement of Latinas and Latinos and the political and economic forces that historically have impeded their full incorporation in U.S. society. Only one version may be taken for credit. Prerequisite(s): open to seniors and graduate students.

**R POS 448Z Identities, Boundaries & Mobilization (3)**

This course explores the political nature of identities, and particularly the way collective

identities are shaped, maintained, and deployed. Taking an interdisciplinary approach, we will examine key dimensions of identity, modes and strategies of inclusion and exclusion, forms of “identity politics,” and questions of intersectionality (the overlapping of identity categories, as for race and gender). Course materials will span everything from theoretical approaches to identity mobilization, to nationalism and secessionism, to the politics of gender and ethnicity, and will combine conceptual works, case studies, and literature. Assignments will include a series of short reaction papers, a collaborative final project, and class presentations. Only one of T POS 248 and R POS 448Z may be taken for credit.

**R POS 449/449Z Topics in Public Law (3)**

Special topics course in Public Law. Only one version may be taken for credit. Prerequisite(s): two courses in public law, or permission of instructor.

**R POS 450Z Theory and Research on Global Politics (3)**

The course will focus on how comparative and international politics is researched. The theories of one global politics topic will be studied in depth (the topic will change each semester). Students who successfully complete the course will be eligible to do independent studies as research assistants for Global Politics faculty.

**R POS 452Z Communist and Post-Communist Political Systems (3)**

The characteristics of East European regimes in the modern world: the role of the political parties; the state and bureaucracy, mostly after World War II and in the aftermath of the collapse of communism; relations of these states in the world political system.

**R POS 469/469Z Topics in Comparative Politics (3)**

Special topics course in Comparative Politics. Only one version may be taken for credit. Prerequisite(s): two courses in Comparative Politics, or permission of instructor.

**R POS 472Z International Conflict and Resolution (3)**

An inquiry that includes strategic studies, arms control, foreign policy, and super power relations in the global threat system. Prerequisite(s): R POS 101, 102, 370 or 371, and junior or senior standing.

**R POS 473Z Economic Relations in the Global System (3)**

An inquiry into international trade relations, energy and foreign economic policies adopted by industrial and developing nations, and the exchange relations that govern the course of transnational politics. Prerequisite(s): R POS 101, R POS 102, and junior or senior standing.

**R POS 474Z Politics of International Migration (3)**

Surveys the domestic and international politics of migration. Examines labor migration to advanced industrial states, border control, immigrant incorporation, refugee policies, emigrant participation in home country politics and

the effect of migration on international development, democratization, and security.

**R POS 479/479Z Topics in International Relations (3)**

Special topics course in International Relations. May be repeated for credit if content varies. Prerequisite(s): two courses in International Relations or permission of instructor.

**R POS 484Z American Foreign Policy Formulation and Implementation (3)**

A study of the foreign policy making and diplomacy of the United States, the objectives and formulation of policy goals and procedures and the domestic constraints on U.S. statecraft. Prerequisite(s): junior or senior class standing.

**R POS 486 (= R PAD 486 & H HPM 486)  
International Health and Human Rights:  
an Interdisciplinary Approach (3)**

This course takes an interdisciplinary approach to health and human rights and the contemporary challenges and solutions associated with them. The course will be taught with guest lectures from experts in public health, philosophy, social welfare, law, gender studies, public administration the United Nations, among others. Through lectures, discussion and case studies, students will develop a broad theoretical understanding of health as a human right, become familiar with legal and policy frameworks to support public health, and acquire skills in the application of these concepts and the implementation and evaluation of solutions to our modern health challenges. T PAD/T POS/T SPH 272 is the Honors College version of R PAD/R POS/H HPM 486. Only one version may be taken for credit.

**R POS 495Z (= R PAD 490Z; formerly R PUB 490Z)  
Research and Writing in Washington (3)**

This is the research and writing component of the department’s spring Semester in Washington program. Admission by application. Enrollment limited. For information and applications, see Rockefeller College’s website. Only one version may be taken for credit. Corequisite(s): R POS/R PAD 341 and R POS/R PAD 342.

**R POS 496Z Great Ideas in Political Science (4)**

This course is designed to provide students beginning the Honors Program with a high level seminar on the major theories, approaches and issues in the field of Political Science. It will concentrate on the most prominent and challenging ideas in Political Theory, Global Politics, American Politics, Public Law, and Public Policy. There will be extensive reading and the writing assignments will meet University requirements for a writing intensive course.

**R POS 498/498Z Independent Study (1–6)**

Reading, research and intensive writing course work in a one-on-one relationship with a faculty member. To be overseen by the Chair of the Department. May be repeated for credit if content varies. Prerequisite(s): R POS 101 and R POS 102, or junior or senior standing, and permission of instructor and department chair. A–E graded.



### R POS 499Z Honors Thesis (4)

Reading, research, and intensive writing course work for an honors thesis, under the direction of an individual faculty member, as part of the Honors Program. Prerequisite(s): R POS 101, 102, 103, Honors student status, and permission of instructor or department chair.

## Department of Public Administration and Policy

### Faculty

#### *Professors Emeriti/ae*

David F. Andersen, Ph.D.

Massachusetts Institute of Technology  
Sue R. Faerman, Ph.D. (Collins Fellow)

University at Albany

James J. Heaphey, Ph.D.

University of California, Berkeley

Joseph M. Heikoff, Ph.D.

University of Chicago

Byron Hipple, M.A.

Syracuse University

Irene Lurie, Ph.D.

University of California, Berkeley

Jeryl L. Mumpower, Ph.D.

University of Colorado

Richard I. Nunez, Ph.D.

Syracuse University

George P. Richardson, Ph.D.

Massachusetts Institute of Technology

Frank Thompson, Ph.D.

University of California, Berkeley

Lewis Welch, Ph.D.

Syracuse University

#### *Professors*

Mitchel Abolafia, Ph.D.

State University of New York  
at Stony Brook

Victor Asal, Ph.D. (Chair)

University of Maryland

Shawn Bushway, Ph.D.

Carnegie Mellon University

R. Karl Rethemeyer, Ph.D. (Dean)

Harvard University

Jeffrey D. Straussman, Ph.D.

City University of New York

#### *Associate Professors Emeriti/ae*

Helen Desfosses, Ph.D. (Collins Fellow)

Boston University

Sharon Dawes, Ph.D.

University at Albany

James W. Fossett, Ph.D.

University of Michigan

Judith Sidel, Ph.D.

University at Albany

#### *Associate Professors*

Jennifer Dodge, Ph.D.

New York University

Bryan Early, Ph.D.

University of Georgia

J. Ramon Gil-Garcia, Ph.D.

University at Albany

Luis Felipe Luna-Reyes, Ph.D.  
(Vice Chair)

University at Albany

Erika Martin, Ph.D., M.P.H.

Yale University

Ellen Rubin, Ph.D.

University of Georgia

Edmund Stazyk, Ph.D.

University of Kansas

Patricia Strach, Ph.D.

University of Wisconsin

#### *Assistant Professors*

Susan Appe, Ph.D.

University at Albany

Gang Chen, Ph.D.

University of Nebraska at Omaha

Ashley Fox, Ph.D.

Columbia University

Stephen Holt, Ph.D.

American University

Hongseok Le, Ph.D.

Indiana University

Elizabeth Searing, Ph.D.

Georgia State University

Lucy Sorensen, Ph.D.

Duke University

#### *Research Professors*

Ik Jae Chung, Ph.D.

University at Albany

Mila Gasco-Hernandez, Ph.D.

Rovira i Virgili University

Theresa Pardo, Ph.D.

University at Albany

#### *Clinical Professor*

Stephen Weinberg, Ph.D.

Harvard University

#### *Public Service Professors*

Kamiar Alaei, M.D., Dr.P.H., M.P.H., M.S.

University at Albany;

Harvard School of Public Health

Michael Breslin, M.S.

University of Toledo Law School

Kevin Bronner, Ph.D.

University at Albany

Paul Castellani, Ph.D.

Syracuse University

Michael Christakis, Ph.D.

University at Albany

Peter C. Finn, M.P.A.

University at Albany

David Liebschutz, M.A., J.D.

Duke University

Rick Mathews, M.S.

Indiana State University

Frank Mauro, M.P.A.

Syracuse University

Robert McEvoy, M.P.A.

Syracuse University

Eugene Monaco, M.S.

University at Albany

Philip Morris, B.A.

Hamilton College

Fredric David Sheppard, M.A.

The United States Army War College

James Steiner, Ph.D.

Georgetown University

Public administration and public policy are concerned with the formulation and implementation of governmental policies and programs. The approach of the Department of Public Administration and Policy is interdisciplinary, drawing on various social and behavioral sciences. The courses focus on such topics as the role of bureaucracy in society, management of finances in the public sector, organizational theory and development, the political and legal environment of administration, and public policy research and analysis.

### B.A. in Public Policy and Management

The Department of Public Administration and Policy offers a 54 credits combined major and minor as well as a 36 credit stand-alone major in Public Policy and Management and a stand-alone minor in Public Policy.

The 36 credit B.A. program in Public Policy and Management is focused on the development of the analytic skills needed in today's complex policy environment. The interdisciplinary nature of the Public Policy and Management program is reflected in the six required core courses that expose students to statistics, economics, the policy-making process and public management. The student then extends and deepens this interdisciplinary perspective through two capstones (including an internship), and the choice of two courses in Management & Politics and Quantitative Methods & Policy Analysis areas. For the 54 credit combined major/minor program, students would complete the same requirements listed for the 36 credit stand-alone major as well as 18 credits in one or two concentrations. The purpose of the concentrations is to match students' interdisciplinary policy analysis and management skills with depth in a particular area(s). Students are expected to work with their advisor to construct a coherent plan of study across the concentrations.

The majors require that students complete an internship, typically with an agency of New York State government. According to University policy, enrollment in an internship requires a minimum 2.00 GPA. Students with a GPA below 2.00 will not be allowed to complete this requirement for the majors.

The B.A. Program expects that students will have taken mathematics at the level of A MAT 100 or A MAT 101.

## Degree Requirements for the Majors in Public Policy and Management

**General Program B.A.:** The stand-alone major requires a minimum of 36 credits as follows:

- 18 credits of foundational coursework: A ECO 110, A ECO 111, R PAD 140, R PAD 302, R PAD 316, and R POS 101
- 6 credits of coursework counting towards the Area of Management and Politics selected from R PAD/B FIN 236, R PAD 303, R PAD 305, R PAD 312, R PAD 321, R PAD 322, R PAD 325, R PAD 328, R PAD 329, R PAD/C EHC 344, R PAD 350, R PAD 364/R POS 366, R PAD 366, R PAD/B FIN 435, R PAD 436 or B FIN 439, R PAD 453, R PAD/C EHC 455, R PAD/C EHC 456, R PAD/C EHC 457, R PAD/C EHC 458, R PAD/C EHC 459, R PAD/C EHC 469, R PAD/C EHC 471, R PAD/C EHC 472, R PAD/R POS/H HPM 486, R POS 303, R POS 320
- 6 credits of coursework counting towards the Area of Quantitative Methods and Policy Analysis. At least one must come from: R PAD 204, R PAD 305, R PAD 324, R PAD/R POS 343, R PAD 345, R PAD 354 or R PAD 438, R PAD/C EHC 445, R PAD/C EHC 449, R PAD 453, R PAD/C EHC 457, R PAD 470, R POS 387, A ECO 300, A ECO 320, A ECO 355. The second course may also come from A ECO 405, A ECO 410, A MAT 214, A MAT 308, A MAT 362, A GOG 496 or A USP 456, I CSI 203
- 6 credits of capstone coursework: R PAD 498 and R PAD 499. R PAD 498 requires the completion of an internship

The combined major/minor requires a minimum of 54 credits: the requirements of the 36 credit major must be completed in addition to 18 credits in one Concentration or 9 credits in each of two Concentrations.

### Approved Concentrations:

**Environmental Policy:** A ATM 100 or A ATM 101 or A ATM 102, A ATM 107, A ATM 200, A ATM 304, A ATM 307, A BIO 120 or A BIO 131, A BIO 121 or A BIO 130, A BIO 212, A BIO 222, A BIO 308, A BIO 320 or A BIO 401, A BIO 343, A ECO 385, A ENV 105, A ENV 250, A GOG 101, A GOG 201, A GOG 304, A GOG/A USP 430, A GOG/A USP 460, A

PHY 105, A PHY 140, A PHY 202, A USP 201, A USP 432, R PAD 366, R PAD/C EHC 459

**Gender, Race, and Society:** A AFS 213, A AFS 219, A AFS 240, A AFS 311, A AFS 333, A AFS 400, A HIS 322, A HIS 325, A LCS 201, A LCS 375, A LCS 402, A LCS 408, A LCS 465, A PHI 350, A SOC 260, A SOC 282, A SOC 326, A SOC 344, A WSS 220, A WSS 240, A WSS 260, A WSS 262, A WSS 281, A WSS 333, A WSS 360, A WSS 433, R POS 333

**Human Services: Health, Education, and Labor:** A BIO 117, A BIO 120 or A BIO 131, A BIO 121 or A BIO 130, A BIO 205, A BIO 212, A BIO 308, A BIO 329, A BIO 343, A ECO 370, A ECO 381, A HIS 322, A LCS 402, A PHI 338, A PHI 417, A PSY 101 or 102, A PSY 203, A PSY 270, A PSY 329, A PSY 333, A PSY 338, A PSY 341, A PSY 389, A SOC 115, A SOC 180, A SOC 283, A SOC 342, A SOC 357, A SOC 359, A SOC 384, E APS/E EST 300, E APS 301, E APS 400, E APS 470, E APS 487, E PSY 420, E PSY 440, E PSY 441, E SPE 369, E SPE 460, I CSI 100, R PAD/C EHC 344, R PAD 345, R PAD 354 or R PAD 438, R PAD 453, R PAD/C EHC 472, R PAD/R POS/H HPM 486, R POS 474

**Law and Civil Rights:** A AFS 213, A AFS 240, A AFS 311, A AFS 400, A ECO 383, A HIS 220, A HIS 259, A HIS 310, A HIS 313, A HIS 322, A HIS 325, A HIS 327, A HIS 328, A PHI 325, A SOC 203, A SOC 385, A WSS 333, R PAD 328, R PAD/C EHC 469, R PAD/R POS/H HPM 486, R POS 330, R POS 333, R POS 335, R POS 336, R POS 346, R POS 380, R POS 426, R POS 428, R POS 437

**Local Government:** Required: A AFS 400, A ECO 341, A ECO 355, A ECO 356, A GOG/A USP 125, A GOG /USP 220, A GOG/A GLO/A USP 225, A GOG/A USP 430, A GOG/A USP 443, A USP 201, A USP 425, A USP 432, A SOC 342, A SOC 373, R PAD 312, R PAD 321, R PAD 322, R PAD 325, R PAD 329, R PAD/R POS/C EHC 343, R PAD/C EHC 344, R PAD/C EHC 459, R POS 320, R POS 424

**Philosophy and Ethics:** A AFS 430, A PHI 114, A PHI 115, A PHI 116, A PHI 212, A PHI 320, A PHI 325, A PHI 326, A PHI 338, A PHI 355, A PHI 425, R PAD/R POS/H HPM 486, R POS 301, R POS 302, R POS 306, R POS 307, R POS 308, R POS 310, R POS 313

**Politics:** A AFS 430, A GOG 440, A HIS 101, A LCS 375, A LCS 408, A LCS 465, A PSY 270, A SOC 255, R PAD 304, R PAD 305, R PAD 321, R PAD 325, R PAD

329, R PAD 453, R PAD/C EHC 455, R POS 301, R POS 302, R POS 314, R POS 319, R POS 320, R POS 331, R POS 332, R POS 334, R POS 337, R POS 365, R POS 424

**Quantitative Tools:** A ECO 300, A ECO 320, A ECO 401, A ECO 405, A ECO 410, A ECO 420, A GOG 496 or A USP 456, A MAT 111, A MAT 112, A MAT 113, A MAT 214, A MAT 220, A MAT 221, A MAT 308, A MAT 362, A MAT 363, A MAT 367, A MAT 372, A PHI 210, A PHI 218, A PSY 211, I CEN/I CSI 201, I CEN/I CSI213 or I CSI 310, I CSI 205, I CSI 405, R PAD 204

**Regulation and Public Finance:** A ECO 300, A ECO 301, A ECO 350, A ECO 351, A ECO 355, A ECO 356, A ECO 370, A ECO 381, A ECO 405, A ECO 455, A ECO 466, A ECO 474, A MAT 111, A PSY 341, I CSI 203, R PAD 321, R PAD 345, R PAD 354 or R PAD 438, R PAD 431, R PAD 437, R PAD/C EHC 449

**Technology and Policy:** A PHI 218, A PHY 103, A PHY 105, A WSS 241, I CSI 100, I CSI 105, I CSI 124, I CSI 203, I CSI 300, I CSI 410, I INF 100, I INF 201, I INF 202, I INF 301, I INF 423, I INF 424, R PAD 305, R PAD/C EHC 445, R PAD/C EHC 449, R PAD/C EHC 469, R PAD 470, R POS 368, R POS 396

**Urban Issues:** A AFS 400, A ECO 341, A ECO 355, A ECO 356, A GOG/A USP 125, A GOG/A USP 220, A GOG/A GLO/A USP 225, A GOG/A USP 443, A GOG/A USP 460, A GOG 480, A HIS 318, A PSY 389, A SOC 180, A SOC 203, A SOC 250, A SOC 260, A SOC 341, A SOC 370, A SOC 373, A USP 201, A USP 315, A USP 425, A USP 432, A USP 475, R PAD 322, R PAD/R POS/C EHC 343, R PAD/C EHC 344, R PAD/C EHC 455, R PAD/C EHC 459, R PAD/C EHC 472, R POS 321, R POS 424

**World Affairs:** A AFS 150, A AFS 286, A AFS 287, A AFS 311, A ECO 130, A ECO 330, A ECO 360, A ECO 445, A ECO 446, A HIS 312, A HIS 381, A HIS 388, A HIS 456, A LCS 100 or 102 or 150, A LCS 357, A LCS 359, A PHI 214, A PHI 355, A WSS 451, R PAD/R POS/C EHC 343, R PAD 350, R PAD 364, R PAD 366, R PAD 453, R PAD/C EHC 456, R PAD/C EHC 457, R PAD/C EHC 458, R PAD 470, R PAD/C EHC 471, R POS 102, R POS 351, R POS 355, R POS 357, R POS 362, R POS 364, R POS 366, R POS 367, R POS 370, R POS 371, R POS 373, R POS 375, R POS 380, R POS 383, R POS 386, R POS 395, R POS 398, R POS 473, R POS 474

## Honors Program in Public Policy and Management

The Honors Program in Public Policy and Management combines recognition of general academic excellence with demonstrated achievement in specific area of public policy.

### Administration

The Director of the Undergraduate Public Policy and Management Program administers the Honors Program, advises students, and helps students in selecting thesis advisers. The thesis is discussed in a forum involving the adviser, the Honors Director, and other faculty members selected by the student and the adviser upon its completion in the senior year.

### Selection and Evaluation

Student must have declared Public Policy and Management as either a stand-alone major or as a combined major/minor and have completed at least 12 credits of coursework in the major. Student must have an overall grade point average not lower than 3.25, and a grade point average of 3.50 in the core subjects in public policy and management for admission to the Honors Program. Students may apply to the Honors Program during their sophomore year or during the first semester of their junior year.

Upon satisfactory completion of the honors curriculum and of courses required of all majors, students will be recommended by the Director of Public Policy and Management to graduate with honors in Public Policy and Management. Students must maintain at least the same grade point average overall and the same average in the major as were required for admission to the Honors Program to graduate with honors.

### Requirements

Students in the Honors Programs in Public Policy and Management must complete the same coursework requirements as specified for the non-honors majors, including the completion of an honors thesis.

*Thesis:* each student must complete a 30 to 40 page honors thesis. This paper should involve original research on a topic related to public policy. It should have a clearly defined thesis statement, a review of the existing literature on the chosen topic, original evidence offered to support the thesis, consideration of alternative rival hypothesis, and a conclusion of the consequence for public policy research of these

findings. The paper is to be created in conjunction with a faculty mentor approved by the Director of the Undergraduate Public Policy and Management program (and the paper may be co-authored with the chosen faculty mentor). The paper is to be submitted to the Director of the Undergraduate Public Policy and Management program.

Completion of the thesis requires enrolling in two research courses, R PAD 494 and R PAD 496, in which the student works one-on-one with a faculty advisor to conduct the required research and write the thesis. R PAD 494 may be counted towards the Area of Management and Politics, and R PAD 496 may be counted towards the Area of Quantitative Methods and Policy Analysis. Students are encouraged to identify their thesis question and advisor before the end of their junior year.

## Combined B.A. in Public Policy and Management/ M.P.A. in Public Administration

Students majoring in Public Policy and Management may be eligible to apply for the combined B.A./M.P.A. program. This program provides an opportunity for students of recognized academic ability and educational maturity to earn both a B.A. and the graduate M.P.A. degree within 11 semesters.

The combined program requires a minimum of 156 credits, of which at least 48 must be graduate credits. In qualifying for the B.A., students must meet all University and school requirements, including the requirements of either the major/minor or the major described previously, the minimum 90 credit liberal arts and sciences requirement, general education requirements, minor requirement (if doing the stand-alone major) and residency requirements. In qualifying for the M.P.A., students must meet all University and school requirements as outlined in the Graduate Bulletin, including completion of approximately 49 graduate credits and any other conditions such as a professional experience requirement. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.P.A. programs.

Students may apply to the combined degree program at the end of their junior year. A cumulative grade point average of 3.20 or higher, completion of 56 credits toward towards the B.A., and three letters of recommendation from faculty are required for consideration. Evidence of ability in quantitative coursework, particularly in

statistics and economics, is required for admission to the B.A./M.P.A program.

## Combined B.A. in Public Policy and Management/ M.I.A. in International Affairs

The combined B.A./M.I.A. program is highly competitive and allows students to complete their bachelor's degree in Political Science while simultaneously working on a master's degree in International Affairs. Students enroll in graduate courses during their senior year that concurrently count towards both the B.A. and the M.I.A. degrees.

The combined program requires a minimum of 151 credits, of which at least 43 must be graduate credits. In qualifying for the B.A., students must meet all University and school requirements, including the requirements for the major described previously, the minor requirement, the minimum 90 credit liberal arts and sciences requirement, general education requirements, and residency requirements. In qualifying for the M.I.A., students must meet all University and school requirements as outlined in the Graduate Bulletin, including completion of 24 graduate credits in the core, 5 elective courses, a capstone project and other conditions such as professional internship or career experience, professional development module and residency requirements. Up to 12 graduate credits may be applied simultaneously to both the B.A. and M.I.A. programs.

Students may apply to the combined degree program in Political Science/International Affairs at the beginning of their junior year or after the successful completion of 56 credits. To be eligible for consideration for admission, the student must have completed at least one semester in residency at this University. The student must also have completed at least 6 credits of coursework in political science at this University. Additional requirements for admissions into this program are: a cumulative grade point average of 3.20 or higher; a grade point average of 3.20 or higher in coursework completed at Albany; a grade of *B* or higher in two quantitative courses; and two supportive letters of recommendation from faculty. The Graduate Record Exam is not required. Of the 36 credits required for the B.A. degree in Political Science, at least 18 credits must be from courses taken in political science on this campus.

## Courses in Public Administration

### R PAD 101 (= C EHC 101) Introduction to Emergency Preparedness, Homeland Security and Cybersecurity (3)

From hackers to hurricanes, suicide bombing to supply chain interruptions, infrastructure failures to infectious disease outbreaks, the nation's governments, companies and non-profits must prepare for, protect against, respond to, and recover from a growing array of risks and threats. The fields of emergency preparedness, homeland security and cybersecurity are central to those efforts, and there is an ever growing demand for individuals prepared in these areas. Through lectures, discussion, and case studies, students in this course will develop a broad theoretical, substantive, and practical understanding of the fields of emergency preparedness, homeland security and cybersecurity. Students will be exposed to various ways to think about, measure, assess and compare risks, as well as how to mitigate them and respond to incidents that do occur. The three disciplines will be explored through the crosscutting themes that tie them together, including prevention, incident management and response, crisis communication, recovery and resiliency. Only one version may be taken for credit.

### R PAD 110 Introduction to Military Leadership I (1)

The course introduces students to fundamental components of service as an officer in the United States Army. These initial lessons are the building blocks of progressive lessons in values, fitness, leadership, and officership. Students will learn how the personal development of life skills such as cultural understanding, goal setting, time management, mental/physical resiliency, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student. Prerequisite(s): not open to juniors and seniors without instructor approval. *S/U* graded.

### R PAD 111 Introduction to Military Leadership II (1)

The course builds upon the fundamentals introduced in R PAD 110 by focusing on leadership theory and decision making. "Life skills" lessons in the semester include: problem solving, critical thinking, leadership theory, followership, group interaction, goal setting, and feedback mechanisms. Upon completion, students are prepared to advance to more complex leadership instruction concerning the dynamics of organizations. Prerequisite(s): R PAD 110 or permission of instructor. *S/U* graded.

### R PAD 140 (= R POS 140; formerly R PUB 140) Introduction to Public Policy (3)

Introduction to theories of how democracies make public policy. Describes the roles of government institutions, the media, and interest groups in the policy process. Reviews current

theories of how problems are identified and how policies are formulated, enacted, and implemented to address public problems. Only one version may be taken for credit.

### R PAD 204/204X Computer Modeling for Decision Support (3)

Making tough decisions — can computers help? Students will learn to use Internet technologies as well as techniques in computer modeling for critical thinking, policy analysis, and decision support. Topics include a review of quantitative methods for strategic analysis, tools for helping make tough decisions, and a survey of formal modeling techniques. Prerequisite(s): R PAD 140.

### R PAD 210 Foundations of Military Leadership I (1)

The course contains the principal leadership instruction of the Basic Course. The use of practical exercises is emphasized, as students are increasingly required to apply communications and leadership concepts. The focus continues to build on developing knowledge of the leadership attributes and core leader competencies through the understanding of Army rank, structure, and duties as well as broadening knowledge of land navigation and infantry squad tactics. Case studies will provide a tangible context for learning and understanding the Soldier's Creed and Warrior Ethos. Upon completion of this semester, students are well grounded in the fundamental principles of leadership, and prepared to intensify the practical application of their studies during the Advanced Course. Prerequisite(s): R PAD 111 or permission of instructor. *S/U* graded.

### R PAD 211 Foundations of Military Leadership II (1)

The course focuses principally on officership, providing an extensive examination of the unique purpose, roles, and obligations of commissioned officers. It includes a detailed look at the origin of the Army's institutional values and their practical application in decision making and leadership. Students examine the challenges of leading teams in a complex, combat operational environment. The course highlights dimensions of terrain analysis, infantry patrols, and operation orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations. This course draws on the various components of values, communications, decision making, and leadership together to focus on a career as a commissioned officer. Upon completion of this course, students possess a fundamental understanding of both leadership and officership and demonstrate the ability to apply this understanding in real world situations. Prerequisite(s): R PAD 210 or permission of instructor. *S/U* graded.

### R PAD 236 (= B FIN 236) Institutions and Policy in Business Regulation (3)

This course examines the public regulation of business, surveying the field in general but with special attention to regulatory controls in financial markets. Its subjects include the justifications and critiques of government regulation,

ethical considerations in regulatory decisions, international dimensions of regulatory policy and management, and how political, legal, and technological processes shape regulation. Only one version may be taken for credit.

### T PAD 236 Institutions and Policy in Business Regulation (3)

T PAD 236 is the Honors College version of R PAD 236; only one version may be taken for credit. Open to Honors College students only.

### T PAD 272 (= T POS 272 & T SPH 272) Health and Human Rights: an Interdisciplinary Approach (3)

This course takes an interdisciplinary approach to health and human rights and the contemporary challenges and solutions associated with them. The course will be taught with guest lectures from experts in public health, philosophy, social welfare, law, gender studies, public administration the United Nations, among others. Through lectures, discussion and case studies, students will develop a broad theoretical understanding of health as a human right, become familiar with legal and policy frameworks to support public health, and acquire skills in the application of these concepts and the implementation and evaluation of solutions to our modern health challenges. T PAD/T POS/T SPH 272 is the Honors College version of R PAD/R POS/H HPM 486. Only one version may be taken for credit. Open to Honors College students only.

### R PAD 300 (formerly R PUB 300) Public Administration and Policy (1)

For Honors students, R PAD credit used to designate an existing 300 level R PAD course as taken for honors credit and entailing an additional research and writing component to be determined by course instructor. Must be taken three separate occasions in at least three separate 300 level or above R PAD classes to meet Honors requirements. Prerequisite(s): must accompany enrollment in R PAD 300 level course.

### R PAD 301 (formerly R PUB 301) The Philosophy of Public Policy (3)

Examination of the various theoretical approaches to the study of public policy and of the ethical, epistemological, ideological, and logical problems encountered in an examination of the claims of contemporary policy science. Prerequisite(s): R POS 101 and R POS/R PAD 140.

### R PAD 302 Understanding Public Organizations (3)

The major objective of this course is to provide students with an opportunity to explore basic ideas about how people work in large (work) organizations, and the processes and structures that operate day to day in such organizations. The course examines how people act and interact within organizations and attempt to change those organizations, and how organizations react to the individuals who comprise the organization. The course uses multiple perspectives or frames as a way of understanding of individual and organizational behavior in work organizations. Only one version may be taken for credit.

**R PAD 303 Public Administration and Management (3)**

Introduction to the field of public administration as its theory and practice have developed in the United States, emphasizing current trends and problems of organization and management in such areas as personnel policy, budget making, policy research, and planning. Prerequisite(s): junior or senior standing.

**R PAD 304 (= R POS 303) Public Policy in Theory and Practice (3)**

Examines the theoretical foundations of public policy research, of alternative models of public policy formation, their methodologies, and the relationship between the theory and practice of the policy sciences. Inquiries into the practice of public policy; focuses on actual policies in a substantive area. Only one version may be taken for credit. Prerequisite(s): R POS 101 or R POS/R PAD 140, or junior or senior standing.

**R PAD 305 Public Administration and Information Technologies (3)**

This course introduces the ways that information and information technologies affect governmental functions, democratic processes, and public programs. It introduces students to understand the interaction of policy, management, data, and technology in the design, operation, and evaluation of information technology initiatives in the public sector. It also provides an overview of topics related to the use of information technologies in public administration, including open data, websites, social media, and mobile applications, among others. It covers topics such as e-government, e-democracy, e-governance, leadership, e-procurement, and information security and privacy.

**R PAD 307 Professional Applications for Public Administration and Policy (3)**

Course emphasizes the early development of professional skills, the ability to work in teams, career planning, and an awareness of trade-offs in modern administration. Prerequisite(s): R PAD 204.

**R PAD 312 Motivating Public and Nonprofit Sector Workers (3)**

Why do some people work harder than others? Why are public and nonprofit employees seemingly willing to forego higher levels of pay and compensation in exchange for their limited time and energy? And what is it about public and nonprofit organizations that appears to attract and motivate workers? In this cross-disciplinary course, students will explore a diverse body of concepts on work motivation and achievement (from the fields of public administration, psychology, business administration, economics, and sociology) to begin answering these questions. The course is structured to support three overarching goals: 1) to expose students to several major theories of work motivation, 2) to examine how work motivation unfolds in complex organizational settings, and 3) to investigate how organizations can be designed to maximize employee motivation. Sample topics include cognitive, needs-based, and reinforcement theories of motivation as well as public sector and public service motivation.

**R PAD 316 (= R POS 316; formerly R PUB 316) Methodological Tools for Public Policy (3)**

Introduction to research design, statistics, and computer usage in public policy with an emphasis on the interpretation of results. Students examine experimental, quasi-experimental, and non-experimental research designs, summarize and present univariate distributions, perform bivariate and multivariate analyses including simple cross-tabulations and multiple regression analysis, and learn to use a computer to perform statistical and data management operations. Only one version may be taken for credit.

**R PAD 321 (= R POS 321) State and Local Government (3)**

Course focus is on intergovernmental relations; the interdependent roles of governors, legislatures, and courts in policymaking and implementation; the organization, functions, and jurisdiction of local governments; interaction of political parties and interest groups with formal institutions and processes; and problems in selected functional areas. Emphasis will be placed upon socio-economic trends leading to change in state and local governments, consequent issues raised, and proposals made in response to such issues. Only one version may be taken for credit. Prerequisite(s): R POS 101.

**R PAD 322 (= R POS 322; formerly R PUB 322) Government & Politics of New York City (3)**

Introduction to New York City's major political and governmental institutions, with an emphasis on the recurring efforts to provide for thorough and community input into the city's policy making and implementation processes and to increase inter- and intra-party competition. Only one version may be taken for credit.

**R PAD 324 Introduction to System Dynamics (3)**

System Dynamics applies computer simulation to the study of feedback-rich systems in the social, behavioral, environmental, and management sciences. This course teaches the basic principles of system dynamics with a hands-on approach involving frequent problem sets and case studies. Students will learn the basic principles governing systems modeling as well as how to create computer-based simulation models. Prerequisite(s): R PAD 204.

**R PAD 325 (= R POS 325; formerly R PUB 325) The Government and Politics of New York State (3)**

Introduction to the major political governmental institutions in New York. Examines the executive, legislative, and judicial branches of government; the nature of parties and election, and of selected policy questions. Only one version may be taken for credit. Prerequisite(s): R POS 321.

**R PAD 328 (= R POS 328; formerly R PUB 328) Law and Policy (3)**

Examination of the role of the courts in the public policy process and in substantive policy fields; integrates the literature of law and policy and applies it to such areas as mental health care, corrections, human resources, education, and housing policy. Only one version may be taken for credit.

**R PAD 329/329Z (= R POS 329/329Z) Administrative Leadership (3)**

This class examines leadership, management and human behavior within and among complex organizations, with special emphasis on the distribution and use of power by organizational actors. The course will also examine how leaders can position their organizations to gain the greatest results and most significant impact on and for organizational stakeholders. Only one version may be taken for credit.

**R PAD 340 (= R POS 340; formerly R PUB 340) Introduction to Policy Analysis (3)**

Policy analysis involves advising policy makers about political, technical, and implementation feasibility of their options. This course will introduce students to different roles played by analysts, techniques of analysis, and to the range of generic policy implements. Only one version may be taken for credit. Prerequisite(s): R PAD/R POS 140, R PAD/R POS 316, A ECO 110. May substitute R PAD 316 with an alternate introductory statistics course. May waive R PAD 140 with permission of the instructor.

**R PAD 341 (= R POS 341 & C EHC 341; formerly R PUB 341) Washington in Perspective (3)**

This course uses different policy areas to examine the institutional structures, key non-state actors, and domestic and international context of American government. Course faculty will take advantage of the course location in the nation's capital and include field trips and guest speakers. Prerequisite(s): one of C EHC 101 or R PAD 140 or R POS 101 or R POS 102; one 300 level course in C EHC, R PAD or R POS; junior or senior standing; or permission of the Department.

**R PAD 342 (= R POS 342 & C EHC 342) Washington Internship (9)**

This is the internship component of the spring Washington Semester program. Admission by application. Enrollment limited. Preference to R POS Honors students. For information and applications, see Department of Political Science office or website. Deadlines and interviews in the early fall. Does not count toward a Public Policy and Management major or minor. Prerequisite(s): R POS 101, one 300 level course in American government, junior class standing. Corequisite(s): R POS 341 and R POS 495 or R PAD 341 and R PAD 490. *S/U* graded.

**R PAD 343 (= R POS 343 & C EHC 343) Homeland Security (3)**

This undergraduate survey course introduces students to the U.S. government response to the attacks of September 11, 2001, specifically, the second largest reorganization of the executive branch that produced the U.S. Department of Homeland Security. Topics examined include border and transportation security, customs, immigration policy and enforcement; preparedness and capabilities building, response and resilience; critical infrastructure protection; threat and vulnerability assessment and risk management; cybersecurity; counter-terrorism. Although the course is primarily focused on U.S. Federal government activities, it will also

examine state and local dimensions of homeland security as well as U.S. government interactions with other countries in the homeland security domain. Only one version may be taken for credit. Prerequisite(s): C EHC/R PAD 101 or permission of instructor.

**R PAD 344 (= C EHC 344)  
Emergency Preparedness (3)**

This course provides a study of applicable policies, protocols, and laws that impact the practice of emergency preparedness at the federal, state, and local levels of government. The study includes a brief review of the history of emergency management setting the stage for an examination of “best practices” and philosophies. These drive the nation’s preparedness, response, recovery, and mitigation efforts of various levels of emergencies and disasters which in turn helps facilitate a community’s resilience in the face of disasters. The methodology used in this course includes classroom discussions and activities, studies of applicable case studies, and individual exploration resulting in a well crated paper. Where applicable, simulation activities provide opportunities for the student to “experience” realistic situations similar to real-world emergencies and disaster operations. Only one version may be taken for credit. Prerequisite(s): C EHC/R PAD 101 or permission of instructor.

**R PAD 345 Psychological Economics and Policy (3)**

Economic analyses are usually rooted in assumptions of perfect rationality, perfect selfishness, and perfect self-control. Real human beings do not meet these assumptions. How do real people respond to economic policies? How can traditional analyses be adapted to incorporate social and cognitive psychology? In the past few decades, economists in the fields of Behavioral Economics and Experimental Economics have explored how to draw on the methods and insights of psychologists, model psychological behavior within markets, and test psychological hypotheses using data from the field. That work has become increasingly relevant in policy circles. This class surveys the theories, methods, and evidence of these fields and discusses their relevance for designing and implementing public programs. Prerequisite(s): A ECO 110, A ECO 111, and a 300-level statistics course such as R PAD 316 or A ECO 320.

**R PAD 350 (= R POS 350; formerly R PUB 350)  
Comparative Public Policy (3)**

Comparison of the processes, content, and impact of public policy in both developed and underdeveloped, socialist and nonsocialist countries. Only one version may be taken for credit. Prerequisite(s): R POS 101 or 140, or junior or senior standing.

**R PAD 364 (= R POS 366)  
Approaches to Development (3)**

Leaders and citizens of low and moderate income countries have long worked to increase economic, social and political development. After reviewing the origin and evolution of these concepts, the class will focus on how national leaders, international institutions as the World Bank, and nongovernmental organizations have

pursued development. The class will address the steps that can be taken to address persistent problems of global poverty, public health, deficits in democracy, and widespread armed conflict. The course will take an interdisciplinary approach that will blend insights from the disciplines of economics, political science, and anthropology in order to generate fresh thinking on important policy issues facing governments in developing and developed countries. Aside from readings, and class discussions, groups of students will work together to address important issues in policy memos that will be presented to the class. Only one version may be taken for credit. Prerequisite(s): junior or senior status.

**R PAD 366 International Environmental Policy (3)**

The class investigates how environmental consciousness arose in major industrial countries and the subsequent formation of environmental policies and institutions in China and India. After reviewing US experience, the class considers critical dilemmas including climate change, water scarcity and renewable energy. Prerequisite: junior or senior status.

**R PAD 380 Applied Military Leadership I (2)**

In this course students will study, practice, and apply the fundamentals of Army leadership, Officership, Army Values and ethics, personal development, and small unit tactics at the team and squad level. At the conclusion of this course, students will be capable of planning, coordinating, navigating, motivating and leading a team or squad in the execution of a tactical mission during a classroom PE, a Leadership Lab, or during a Situational Training Exercise (STX) in a field environment. Successful completion of this course will help prepare students for success at the ROTC Leader Development and Assessment Course (LDAC) during the summer following the junior year, at Fort Knox, KY. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, and practical exercises, a mid-term exam, and a final exam. Students will receive systematic and specific feedback on leader attributes values and core leader competencies from instructor and other ROTC cadre and MSL IV Cadets who will evaluate students using the ROTC Leader Development Program (LDP) model. The course closes with instruction in small unit battle drills to facilitate practical application and further leader development during labs and Situational Training Exercises (STX). Prerequisite(s): R PAD 211, or permission of instructor.

**R PAD 381 Applied Military Leadership II (2)**

The course continues to focus on doctrinal leadership and tactical operations at the small unit level. It includes opportunities to plan and conduct individual and collective skill training for military operations to gain leadership and tactical experience. The course synthesizes the various components of training, leadership and team building. Students are required to incorporate previous military science instruction for their practical application in a performance-oriented environment. Upon completion of the course, students possess the fundamental confidence and competence of leadership in a small unit

setting and are prepared to attend the Leadership Development and Assessment Course. Prerequisite(s): R PAD 380.

**R PAD 390 (= R POS 390; formerly R PUB 390) Internship: Political Science/ Public Administration & Policy (3)**

Students will actively participate in the political process through working in a staff position at a recognized political agency, organization or institution to test — in a nonacademic setting — the concepts and theories examined in the classroom. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher. Only one version may be taken for credit. Permission of instructor required. S/U graded.

**R PAD 395 (= R POS 395; formerly R PUB 395)  
International Political Economy (3)**

Examines world trade conflicts and impact of economic nationalism on global economy. Emphasizes U.S. policy formulation in recent decades and trade protection and economic nationalism as exercised in U.S. domestic and foreign policy. Only one version may be taken for credit.

**R PAD 396 (= R POS 396; formerly R PUB 396)  
Energy Policy, Domestic and International (3)**

Analyzes present and future shortfall of energy supplies, availability of fuel sources to replace imported oil or U.S. energy production, and conflicts between OPEC, OECD consumers, and U.S. government. Projections of future conflict over energy controls within and between nation states. Only one version may be taken for credit. Prerequisite(s): R POS 101 or R POS 140, or junior or senior standing.

**R PAD 398 (= R POS 398; formerly R PUB 398)  
Comparative National Security Policy (3)**

The purpose of this course is to introduce students to the major theoretical explanations for the foundation and implementation of national security policy. The course will focus of two central questions. First, what determines the basic security strategy of different states? Second, once this strategy is mapped, how do different states translate strategy into particular security policies? A variety of historical and contemporary cases will be used to determine which theories best answer these questions. Only one version may be taken for credit.

**R PAD 399 (= R POS 399; formerly R PUB 399)  
Selected Topics (3)**

Investigation of selected topics in political science and/or public policy. Specific topics selected and announced by the instructor when offered. May be repeated for credit if content varies. Prerequisite(s): R POS 101 and 102, and permission of instructor.

**R PAD 410Z (= R POS 410Z; formerly R PUB 410Z)  
Minorities and the Politico-Legal System (3)**

Selected minority problems that appear in connection with the politico-legal system. Considers legislative, administrative and judicial responses and explores alternative public policy options. Only one version of may be taken for credit.

**R PAD 411 Special Topics in Public****Administration: Program Evaluation Training (1)**

This class will introduce participants to the concepts that are essential to evaluation. Topics discussed will include: program measures (methods, management, characteristics, etc.), participant measures, intervening measures (changes in economy, management, demographics, etc.), impact measures, different viewpoints of evaluation (program participants, program staff, policy makers, etc.), and measurement levels (individual vs. agency vs. society). This course is the shared resources equivalent of the graduate course R PAD 511. *S/U* graded.

**R PAD 424 Systems Thinking and Strategic Development (4)**

The course represents a set of concepts and tools for thinking through complex system-wide problems that challenge government managers' ability to design and manage cross-agency and intergovernmental policies and programs. Students will learn to diagnose and solve complex system-level problems by applying systems thinking and strategic planning tools to case examples. Prerequisite(s): permission of instructor.

**R PAD 435 (= B FIN 435) Law in Financial Market Regulation (3)**

This course examines the rationales and main features of regulatory law in financial markets, focusing on banking, securities, futures, options, and other capital markets. It discusses approaches to regulating investor and customer protection, financial institutions, and market structure. It examines relationships among change in financial markets such as financial innovations and regulatory structure and practice. The course discusses the roles of federal and state regulation, self-regulatory organizations and private associations, and firms within the regulatory system. Only one version may be taken for credit. Prerequisite(s): prior coursework in study of regulation and/or finance highly recommended.

**R PAD 436 (= B FIN 439) Technology in Financial Market Regulation (3)**

The development, operation, and regulation of technological systems shape modern financial markets. These systems are developed and overseen by market centers, clearing organizations, and other market infrastructure organizations, as well as sell-side financial firms, institutional investors and other buy-side participants, corporations, technology providers, and public and private regulators. Market controls, technological development, and regulation shape this system individually and interactively. This course examines the central features of technology in financial markets and how market and regulatory controls and social and behavioral conditions produce and interact with them. Only one version may be taken for credit. Prerequisite(s): prior coursework in study of regulation and/or finance highly recommended.

**R PAD 437 Broker-Dealer Accounting, Regulation, and Auditing (3)**

This course is designed to enable students to understand the theory and practice of broker-dealer regulation and regulatory auditing in

the securities industry. Nomenclature used in the securities industry is unique and the course examines accounting standards that apply to securities firms. It teaches students how to read financial statements of broker-dealers and understand stock brokerage accounting. The course also will help students understand how to audit the validity of the numbers included in broker-dealer financial reports, focusing primarily on the income statement and balance sheet and including the verification of customer assets. Prerequisite(s): B ACC 211.

**R PAD 438 (formerly R PAD 354) U.S. Health Reform at the Crossroads (3)**

U.S. health policy is experiencing one of the most unstable periods of any major policy issue in American history, having just undergone one major revision and now facing the immediate prospect of a complete change in direction. This course will have two major parts: (i) exploring the Affordable Care Act's main elements, political history, economic rationales, and major impacts and (ii) examining current policy, to the extent that clear policy initiatives have emerged or been passed. A significant portion of the course will be spent on the Affordable Care Act; how much time is spent on more recent policy changes will depend on the clarity and detail of those changes. The professor will update the course as events unfold, even over the course of the term. Prerequisite(s): R PAD 316 or an equivalent course in statistics.

**R PAD 445 (= C EHC 445) Principles and Practices of Cybersecurity (3)**

This course provides a broad introduction to cybersecurity and the way in which cybersecurity is viewed, studied, or executed by professionals in industry, government, the military, and academia. For students that approach the topic from a policy management perspective, this class will enhance their understanding of the interaction between social, technical, policy, and management factors that affect the creation and management of secure cyber infrastructure. A brief introduction to the technical side of cybersecurity will be provided. The course will offer technically advanced students an opportunity to better understand management, policy, and political equities involved in cybersecurity. Students approaching the subject from either the technical or policy/management perspective will be equipped to take more advanced technical courses in a multitude of disciplines that make up cybersecurity. Only one version may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor.

**R PAD 449 (= C EHC 449) Cybersecurity: Long Term Planning and Risk Management (3)**

The goal of this course is to equip decision makers with the principles and methods that will allow for more informed budget decisions as it relates to cybersecurity. First this class will review budgeting basics as well as the core of budgeting for information technology and cybersecurity. Then the class will examine risk management as a total program component of cybersecurity as well as apply it to the budgeting process. Finally the class will take a comprehensive approach to

managing IT/IS projects from a risk management, budgeting, and procurement point of view. Only one version may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor.

**R PAD 453 Public Health Politics and Policy: Global and Domestic Perspectives (3)**

From measles outbreaks and Ebola quarantines to texting while driving, public health policy permeates daily lives and is prominent in the news media. This course explores how policy is used as a tool to further public health goals and examines how political processes shape health policy and health outcomes both domestically and globally. The course is designed to introduce students of policy and politics to concepts and debates specific to the field of public health. Likewise, the course will introduce public health students to public policy concepts and approaches. The course will draw on readings and examples both from high-income and low- and middle-income countries and will explore similarities as well as differences in theories of the policy process pertaining to each.

**R PAD 455 (= C EHC 455) Disaster, Crisis and Emergency Management and Policy (3)**

The course studies the policies, statutes and priorities established by federal, state, and local governments to plan and prepare for emergencies, disasters, and catastrophic events caused by nature, technology, or humans. The course's scope will include all mission areas established by the U.S. Department of Homeland Security and prioritized by the New York State Division of Homeland Security and Emergency Services as an example of state policies. The course will rely heavily upon primary source documents, and will involve simulations. Only one version may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor.

**R PAD 456 (= C EHC 456) Homeland Security Intelligence (3)**

This course examines homeland security intelligence at the Federal, State, and local levels. It begins with an overview of the U.S. foreign intelligence community, its mission, history, structure, and capabilities. The course will examine how this community's composition and structure have changed as its mission was fundamentally altered twice, first with the end of the Cold War and then with the rise of terrorism. Next, it looks at the capabilities of new producers of terrorism related intelligence at federal law enforcement agencies and at the Department of Homeland Security. The main thrust of the course is intelligence at the state and local levels. The federal government has worked with the states to create significant intelligence capabilities outside the beltway since the events of 9/11/2001. This course identifies and discusses the state and local customers for homeland security intelligence and examines the degree to which these intelligence requirements are being met. Only one version may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor.

**R PAD 457 (= C EHC 457) Intelligence Analysis for Homeland Security (3)**

This course provides instruction in conducting intelligence analysis, with emphasis on homeland security issues at the state and local levels. After an overview of the history and structure of the U.S. foreign intelligence community, the class will review the fundamentals of intelligence analysis tradecraft as practiced within the CIA and other federal intelligence agencies. Extensive time is devoted to learning and using structured analytic techniques through student-led analytic exercises on terrorism and major crimes. Only one version may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor.

**R PAD 458 (= C EHC 458) Intelligence & U.S. National Security Policymaking (3)**

This seminar examines the role of intelligence in the formulation and implementation of U.S. foreign policy. Through critical analysis and case studies, students will develop techniques to increase intelligence's contribution to policy deliberations while ensuring that it does not prescribe policy. The course will assess the most appropriate role for the CIA and the intelligence community in supporting this executive branch process. After an overview of the CIA, its functions, structure, and capabilities, the class reviews the U.S. foreign policy process, key players, and institutional bias. The bulk of the course is devoted to a series of mock intelligence and policy meetings on the Bosnia, Kosovo, Afghanistan, and Iraq crises to critically analyze the CIA's proper role in supporting the policy process. Only one version may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor.

**R PAD 459 (= C EHC 459) Homeland Security: Building Preparedness Capabilities (3)**

The short but significant history of the creation of the U.S. Department of Homeland Security (DHS) will serve as the starting point for this course which will provide a comprehensive and functional approach to understanding this department and its role. The preponderance of time will be spent in developing an understanding of the nation's effort, led by DHS, to develop preparedness capabilities to prevent, protect from, respond to, and recover from high consequence events caused by acts of terrorism, natural disasters, and accidents. The course will rely heavily upon scenario-based activities and case studies to guide the student through the DHS maze and the nation's preparedness efforts at the federal, state, and local levels. Only one version may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor.

**R PAD 469 (= C EHC 469) Cyber Threats and Intelligence (3)**

Cyber threats currently are posed by state and non-state actors whose motivations include financial gain, notoriety, social activism, espionage, and even revenge. This course will examine cyber threats from different angles to introduce students to today's actors; motivations; tactics, techniques, and procedures (TTPs); and mitigation techniques, while providing insight into the

impact of cyber crimes on victim organizations and employees. A variety of case studies will be used to study how TTPs are applied, and aid students in understanding attack consequences, responding agency abilities, and the various protection, mitigation, and remediation measures. The course will also examine models of cyber activity, as well as how models from other fields can be applied to thinking about cyber threats. The objective of the course is to provide students with a foundation for leading their organization in prevention, mitigation, and remediation of cyber-attacks. Only one version may be taken for credit. Prerequisite(s): junior or senior standing or permission of the instructor.

**R PAD 470 Government Information Strategy and Management (GISM): Comparative and International Perspectives (3)**

This course draws from literature and case studies to understand cultural differences in the concepts of digital government, practical applications for building information capabilities of organizations across national and cultural boundaries and understanding the behavioral aspects of digital government within the larger society and global economy. Topics include the global information environment; managing information in multinational settings; information access, security, and privacy; information systems for international organizations; international trends in information and technology policies, and using information and technology for global collaborative networks. Prerequisite(s): knowledge of the principles, structures, and processes of American government and administration, and some understanding of public administration in other countries or students must contact the instructor for a reading list.

**R PAD 471 (= C EHC 471) Military Forces in Support of Civil Authorities (3)**

This on-line course provides a comprehensive strategic level examination of the Homeland Security Enterprise and the methodology for integrating federal and state military forces in support of civil authorities during the planning, training, and response phases of emergency operations. Federal, state and local civilian authorities are responsible for preparing for and responding to natural and man-made emergency incidents and disasters. Emergency managers often include military forces in their emergency management planning and training programs as necessary to support potentially overwhelmed civilian first-responders during an incident. This course examines various agencies associated with homeland security and focuses on specialized military forces mission support sets such as Weapons of Mass Destruction, Critical Infrastructure Protection and defense of the homeland. Only one version may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor.

**R PAD 472 (= C EHC 472) Disasters and Crisis Management in the Public, Private and Nonprofit Sectors (3)**

This course will examine how disaster and crisis management has evolved over time in the public, private, and nonprofit sectors. It will begin

by identifying key issues and challenges facing emergency managers and other crisis management professionals. Then the course will systematically examine the similarities and differences across the various sectors and analyze contemporary trends and common challenges, to include risk management, crisis communication and crisis leadership. Through the use of conceptual models and real-world case studies, the application of theory and practice within the field will be further explored. The course will examine specific events, how organizations responded to those events, and how those events changed and shaped the organizations, and the discipline itself. Only one version may be taken for credit. Prerequisite(s): junior or senior standing or permission of instructor.

**R PAD 480 Adaptive Military Leadership I (2)**

The course concentrates on leadership, management and ethics. The course focuses students, early in the year, on attaining knowledge and proficiency in several critical areas they will need to operate effectively as Army officers. These areas include: Coordinate Activities with Staffs, Counseling Theory and Practice within the "Army Context," Training Management, and Ethics. While proficiency attained in each of these areas will initially be at the apprentice level, students will continue to sharpen these skills as they perform their roles as Cadet Officers within the ROTC program and after commissioning. At the end of the course, students possess the fundamental skills, attributes, and abilities to operate as competent leaders. Prerequisite(s): R PAD 381.

**R PAD 481 Adaptive Military Leadership II (2)**

The course focuses on completing the transition from Cadet to lieutenant. As a follow-on to the Ethics instruction in R PAD 480, the course starts with a foundation in the legal aspects of decision making and leadership. The curriculum reinforces previous instruction on the organization of the Army and introduces how the Army organizes for operations from the tactical to the strategic level. This is followed by instruction on administrative and logistical management that will focus on the fundamentals of Soldier and unit level support. Upon completion of the course, students will be prepared for the responsibility of being a commissioned officer in the United States Army. Prerequisite(s): R PAD 480.

**R PAD 486 (= R POS 486 & H HPM 486) International Health and Human Rights: an Interdisciplinary Approach (3)**

This course takes an interdisciplinary approach to health and human rights and the contemporary challenges and solutions associated with them. The course will be taught with guest lectures from experts in public health, philosophy, social welfare, law, gender studies, public administration the United Nations, among others. Through lectures, discussion and case studies, students will develop a broad theoretical understanding of health as a human right, become familiar with legal and policy frameworks to support public health, and acquire skills in the application of these concepts and the implementation and evaluation of solutions to our modern



health challenges. T PAD/T POS/T SPH 272 is the Honors College version of R PAD/R POS/H HPM 486. Only one version may be taken for credit.

**R PAD 490Z (= R POS 495Z; formerly R PUB 490Z) Research and Writing in Washington (3)**

This is the research and writing component of the department's spring Semester in Washington program. Admission by application. Enrollment limited. For information and applications, see Rockefeller College's website. Only one version may be taken for credit. Corequisite(s): R POS/R PAD 341 and R POS/R PAD 342.

**R PAD 494 (formerly R PUB 494) Honors Research (3)**

To be taken in the fall of the senior year or the spring of the junior year. Student will engage in guided research mentored by a faculty member designated by student and approved by the Director of Undergraduate Public Policy Program in order to generate the research necessary to complete their honors thesis. Prerequisite(s): PAD Honors standing.

**R PAD 495 (formerly R PUB 495) Honors Seminar (3)**

To be taken in the fall of the senior year or the spring of the junior year. A seminar designed to explain the nature of research, including developing a thesis, applying a research design, and collecting data to support hypotheses. The seminar develops these skills while highlighting the dominant intellectual arguments occurring currently in the area of public policy research. Prerequisite(s): PAD Honors standing.

**R PAD 496 (formerly R PUB 496) Honors Thesis (3)**

To be taken in the fall or spring of the senior year. Each student must complete a 30 to 40 page honors thesis. This paper should involve original research on a topic related to public policy. It should have a clearly defined thesis statement, a review of the existing literature on the chosen topic, original evidence offered to support the thesis, consideration of alternative rival hypothesis, and a conclusion of the consequence for public policy research of these findings. The paper is to be created in conjunction with a faculty mentor approved by the Director of Public Policy (and the paper may be co-authored with the chosen faculty mentor). Prerequisite(s): PAD Honors standing.

**R PAD 497 (formerly R PUB 497) Independent Study (1–6)**

Reading or research under the direction of appropriate faculty. Prerequisite(s): R PAD/R POS 140, or junior or senior standing; and permission of instructor and department chair.

**R PAD 498 Applied Public Affairs Capstone (3)**

This capstone course includes the completion of an internship and a linked classroom experience. This internship course integrates the policy and management coursework with practical experience in political and administrative institutions. Students are required to undertake an internship in public policy or public management, typically with a state agency or a non-profit organization. In the course, students will learn practical issues of implementing policy or managing public affairs. They will use written assignments and oral presentations to discuss how their coursework relates to their internship experience. May not be taken by students with credit for R PAD/R POS 390. Prerequisite(s): R PAD 140, R PAD 316, A ECO 110, R POS 101, R PAD 302, and a cumulative grade point average of 2.0.

**R PAD 499 (formerly R PUB 499) Policy Capstone (3)**

This course builds on the analytical tools and theoretical concepts developed in the Public Policy and Management core to explore the field of policy analysis, rationales for policy intervention, and a range of policy tools. Students will learn how to locate and apply external information sources, evaluate the strengths and weaknesses of existing policy analyses, develop a plan to study a new policy issue, and effectively communicate these complex ideas in writing. May not be taken by students with credit for R POS/R PAD 340. Prerequisite(s): R PAD 140, R PAD 316, A ECO 110, A ECO 111.

# School of Social Welfare

## Faculty

### *Dean and Professor*

Lynn A. Warner, Ph.D.  
University of Michigan

### *Interim Associate Dean*

Crystal A. Rogers, Ph.D.  
University at Albany

### *Director, Baccalaureate Program*

Mary McCarthy, Ph.D.  
Memorial University of Newfoundland

### *Assistant Director of the Undergraduate Program*

Barbara Rio-Glick, MSW  
University at Albany

### *Assistant to the Dean:*

#### *Alumni Outreach & Engagement*

Alyssa Lotmore, LMSW  
Assistant Dean for Academic Programs  
Samantha Fletcher, Ph.D.  
University at Albany

### *Assistant Dean and*

#### *Director of Field Education*

Estella Williamson, MSW  
University at Albany

### *Director, Community and Public Service Program*

Sharon Stevens, MSW  
University at Albany

### *Distinguished Professor*

Ronald W. Toseland, Ph.D.  
University of Wisconsin, Madison

### *Distinguished Service Professor*

Shirley J. Jones, DSW (Collins Fellow)  
Columbia University

### *Professors*

Katharine Briar-Lawson, Ph.D.  
University of California, Berkeley  
Nancy Claiborne, Ph.D.  
University of Houston  
Anne E. Fortune, Ph.D.  
University of Chicago  
Hal Lawson, Ph.D.  
University of Michigan  
Loretta Pyles, Ph.D.  
University of Kansas  
Salome Raheim, Ph.D.  
University of Iowa  
Darrell P. Wheeler, Ph.D.  
University of Pittsburgh

### *Associate Professors*

Eric Hardiman, Ph.D.  
University of California, Berkeley

Heather Horton, Ph.D.

University of Chicago

Lani Jones, Ph.D.

Boston College

Heather Larkin-Holloway, Ph.D.

The Catholic University of America

Barry M. Loneck, Ph.D.

Case Western Reserve University

Robert Miller, Ph.D.

Columbia University

Blanca M. Ramos, Ph.D.

University at Albany

Starr Wood, Ph.D.

Smith College

Jiang Yu, Ph.D.

University at Albany

### *Assistant Professors*

Keith Chan, Ph.D.

Boston College

Julia Hastings, Ph.D.

University of California, Los Angeles

Catherine K. Lawrence, Ph.D.

University at Albany

Eunju Lee, Ph.D.

University at Albany

Wonhyung Lee, Ph.D.

University of Michigan

Sarah Mountz, Ph.D.

University of Washington

Wonhyung Lee, Ph.D.

University of Michigan, Ann Arbor

Zhyldya Urbaeva, Ph.D.

University of Arizona

The objective of the undergraduate social work major (B.S.) is to prepare students for beginning social work. The program serves the liberal education needs for students interested in the social sciences and human services professions. Part-time study is possible. The B.S. in social work qualifies graduates for advanced standing in some MSW programs.

The Master of Social Work (MSW) degree prepares students for advanced social work practice. These positions generally require advanced theoretical, practice, research, management and/or policy analysis skills.

The School of Social Welfare offers programs leading to a Bachelor of Science (B.S.) degree in social welfare, a Master of Social Work (MSW) degree, and a Doctor of Philosophy (Ph.D.) degree. The School of Social Welfare also sponsors the Institute of Gerontology, Social Work Education Consortium, the Center for Human Services Research, the Community and Public

Service Program, the Institute for Social Services Research and Development, and the Technology Education Consultation for Human Services (TECH Center).

Both the B.S. and MSW degree programs are accredited by the Council on Social Work Education, the national accrediting body for all U.S. schools of social work.

## Degree Requirements for the Major in Social Welfare

**General Program B.S.:** A combined major and minor sequence consisting of a minimum of 62 credits as follows:

Of the 62 credits: (a) 15–16 credits represent the elementary base; (b) 15 credits represent the advanced base; (c) the remaining 32 credits constitute the core requirements for a major in social welfare.

In addition, it is recommended that prospective social welfare majors elect R SSW 290 (Community and Public Service) in their sophomore year.

### Elementary Base:

Human Biology (one course from): A BIO 102, 117, 130, A ANT 211, 312, 319

Introduction to Psychology: A PSY 101

Introduction to Sociology: A SOC 115 or Social Problems: A SOC 180

American Politics: R POS 101

American Social Welfare System: R SSW 210

### Advanced Base:

Elementary Statistics (one course from): A MAT 108, A PSY 210, A SOC 221, or R CRJ 281

Perspectives on Globalization: A GLO 103 or World Cities: Geographies of Globalization A GLO 225/225Z

Social Psychology: A PSY 270 or A SOC 260

Abnormal Psychology: A PSY 338

### Elective as Advised:

Students select a course of personal interest that specifically addresses issues facing a gender, ethnic, racial, or religious group that is different from the student's own background. (Examples include: A AFS 219, 220, 240 (= A LCS 240 & A WSS

240) 269 (= A ANT 269 & A LCS 269) 331, 333, 370, 375, 400, 432, 435; A ANT 240; A EAS 177 (= A HIS 177), 266 (= A REL 266); A ECO 130; A ENG 240; A FRE 208, 281; A GOG 125, 240; A HIS 300; A JST 150, 155 (= A REL 155), 221, 254 (= A HIS 254 & A REL 254); A LCS 201, 282 (= ASOC 282); A PHI 214 (= A REL 214); A REL 100; A SOC 262 (= A WSS 262), 375; A WSS 101, 202, 308; R SSW 299). Students are also encouraged to review the Undergraduate Bulletin and discuss with their adviser other courses of personal interest that may satisfy this required elective.

#### Core Requirements:

R SSW 301, 305, 306, 322, 400, 401, 405Z, 406Y, 408, 409, 410. **A grade of C (S) or higher in all core courses is required (see Termination Policies below).**

#### Admission Requirements

Students interested in the social welfare major must complete an application process. Admission to the program is competitive. Applications are accepted in the Spring semester of the student's sophomore year for entrance into the Fall semester of the junior year. Transfer students who will have completed 56 credits should apply during the spring of the year for which they are seeking Fall admission. Information on the admissions deadline and application process is available on the School of Social Welfare's website [www.albany.edu/ssw/](http://www.albany.edu/ssw/).

It is strongly recommended that those wishing to enter the major complete as much of the required elementary base and advanced base as possible prior to entrance into the program in the junior year. Admissions decisions are based on the following criteria:

- Adequacy of the liberal arts base
- Application essay
- Progress toward completion of elementary and advanced base requirements or their equivalents
- Grade point average
- Personal/professional references
- Social welfare/human service experience

The relative merit of any one criterion is considered in light of all others when admissions decisions are made. The overall quality of the application will provide the basis for admissions.

#### Termination Policies

In the Social Welfare major requirements, the core courses, R SSW 301, 305, 306, 322, 401, 405Z, 406Y, 408, and 409, are graded *A–E*. Majors cannot repeat a graded core course more than once and cannot repeat more than a total of two courses within the major.

A student who receives a grade of *C–* or lower in graded core courses in a semester will be given a warning by the Director of the Undergraduate Program, School of Social Welfare that a *C–* or lower in any graded core course in any subsequent semester will result in termination from the major.

Core Field Instruction courses, R SSW 400 and 410, are graded *S/U* (Satisfactory/Unsatisfactory). If a student receives a *U* in either Field Instruction courses, the student will be terminated from the major.

Any student who is terminated from the major will receive a letter from the Director of the Undergraduate Program. The letter will specify the reason for the termination from the major and include information about the School's procedures for grieving a grade or seeking readmission after termination from the major.

The procedures governing Standards for Social Work Education, scholastic performance, procedures for addressing violations of or failure to meet the Standards for Social Work Education by students at the School of Social Welfare, student grievance procedures, and readmissions procedures are contained in the Baccalaureate Social Welfare Program Student Handbook. All students receive a copy of the handbook at orientation and again when they enter field education. The Handbook is also available on line through the BSW Program Wiki site.

#### Field Instruction

Field instruction — a structured internship in a social services agency — is an integral part of the total educational process. It offers a student the opportunity to develop, apply, and integrate the necessary knowledge, skills, and attitudes for work in social welfare settings. During the senior year, each student is provided field instruction by a qualified instructor in an agency designated by the School. Placements are selected by the School for the students on the basis of their educational needs and, wherever possible, their area of interest. The field placements represent a variety of

settings under public and private auspices and are located throughout the Capital District. Students are responsible for the expenses involved in placement.

#### Typical Program of Core Courses for Junior and Senior Social Welfare Majors

##### JUNIOR YEAR

FALL	SPRING
R SSW 301	R SSW 306
R SSW 305 (6 credits)	R SSW 322 (6 credits)

##### SENIOR YEAR

FALL	SPRING
R SSW 400/401	R SSW 406Y
R SSW 405Z	R SSW 409
R SSW 408 (10 credits)	R SSW 410 (10 credits)

The following undergraduate courses offered by the School of Social Welfare are considered liberal arts and sciences courses for the purpose of requirements for the B.A. and B.S. degrees: R SSW 200, 210, 220, 301, 322, 408, 409, 450, 499.

All courses listed in this section are understood to be preceded by the school's letter R.

#### Courses in Social Welfare

##### R SSW 190 Community Engagement (1)

This is a service based course that requires a minimum of 35 hours per semester (about 2.5 hours per week for full semester, about 5 hours per week for 8 Week 2) of volunteer work in public or nonprofit organizations that provide service to the community. In addition to volunteering, the course requires the development of learning goals, reflection on service experience and additional required documents. Open to freshmen, sophomores, juniors, and seniors. Prerequisite(s): permission of instructor. *S/U* graded.

##### R SSW 200 The Functioning of American Social Systems (3)

Students are provided with an overview of the functions and relationships of various systems within contemporary American society. The configuration of values underlying system activities is examined, including methods of changing human systems. A social systems perspective is used as the theoretical framework for the course.

##### R SSW 210 Social Welfare in the United States (3)

Within the context of societal responsiveness to human needs, this course examines U.S. social welfare policies and programs as influenced by economic, political, and social changes. Addresses current public and private social welfare efforts and underlying value issues. Examines the role of professional social work within social welfare. Open to sophomores, juniors, and seniors only.

**R SSW 220 Value Issues in Social Welfare (3)**

The course considers implicit and explicit values of societal responses to human needs. From an examination of selected topics in social welfare, the course considers social, economic, ethical, religious, and/or personal values as they affect and are affected by social welfare.

**R SSW 290 Community and Public Service Program (3)**

This is a service based course that requires a minimum of 100 hours per semester (about 7.5 hours per week full semester; about 12.5 hours per week for 8 Week 2) of volunteer work in public or nonprofit organizations that provide service to the community. In addition to volunteering, the course requires the development of learning goals, reflection on service experience and additional required documents. Prerequisite(s): at least second semester freshman and permission of instructor. *S/U* graded.

**R SSW 291 Human Service in the Community (2)**

This is a service based course that requires a minimum of 60 hours per semester (about 4.5 hours per week full semester; about 7.5 hours per week for 8 Week 2) of volunteer work in public or nonprofit organizations that provide service to the community. In addition to volunteering, the course requires the development of learning goals, reflection on service experience and additional required documents. Prerequisite(s): at least second semester freshman and permission of instructor. *S/U* graded.

**T SSW 295 Community Change in a Globalizing World (3)**

Community Change in a Globalizing World is an undergraduate social work course (honors) designed to explore and critically evaluate a range of ways that groups work toward community change — domestically, transnationally, and globally. The course is concerned with endeavors initiated by grassroots organizations and non-governmental/non-profit organizations; some of the principal actors are low-income people, students, neighborhoods, identity groups, and community change professionals. Throughout the course, students work to define what community means, explore the implications of globalization, and analyze their own social standpoint as global citizens. Open to Honors College students only.

**R SSW 299 Multiculturalism (3)**

This course is a critical analysis of the global phenomenon of multiculturalism. Focus is on its interconnectedness with globalization, national and transnational migration, surrounding debates, and effects on the U.S. and other world nations. Theoretical perspectives and methods underlying social work and allied disciplines provide the overarching framework. It examines the history, variations, contributions, and distinct experiences of ethnic groups comprising current multicultural U.S. society giving special attention to the intersections of gender, social class, race, religion, and ethnic group membership. This course enables students to heighten awareness of their own ethnic heritage,

strengthen knowledge and understanding of ethnic groups within and outside of the U.S., become engaged global citizens, and be better prepared to function effectively in today's multicultural global society. Only one version may be taken for credit.

**T SSW 299 Multiculturalism (3)**

An Honors College version of R SSW 299. Only one version may be taken for credit. Open to Honors College students only.

**R SSW 301 Human Behavior and The Social Environment (3)**

Knowledge of human behavior and the social environment as a basis for generalist practice with individuals, families, groups, and communities. Includes theoretical and empirical knowledge about the range of normal bio-psycho-social development and the nature and impact of oppression and discrimination on individuals and families throughout the life course. For majors only. Prerequisite(s): permission of instructor.

**R SSW 305 Social Work Practice I (3)**

This course is designed to introduce the student to general social work practice. Topics include: a definition and overview of generalist social work practice; the history, values and ethics of social work practice; the roles of social work; the generalist intervention model in a systems framework; self-awareness and professional use of self; introduction to basic communication skills and social work practice skills with diverse clients; effects of oppression and social injustice; and a basic understanding of theories utilized in practice. For majors only.

**R SSW 306 Social Work Practice II (3)**

This course is a continuation of R SSW 305: Social Work Practice I. Students will be introduced to the generalist helping processes of engagement and assessment with individuals, families, groups, organizations and communities; the integration of theory that informs engagement and assessment; evidence based and informed practices that guide engagement and assessment; basic social work and professional skills in engagement and assessment with diverse clients; and the effects of oppression and injustice in engaging and assessing populations at risk. Prerequisite(s): grades of C or higher in R SSW 301 and 305.

**R SSW 322 Introductory Research Methods in Social Welfare (3)**

Introduction to quantitative and qualitative research methods in social work, including content on: defining social work research problems, developing and testing hypotheses, the logic of causal inference, sampling, measurement (including reliability and validity), basic skills in data analysis and research utilization, the ethics of research, and research issues concerning human diversity and power. Emphasizes methods and content relevant to social work practice and the problems of social welfare. For majors only. Prerequisite(s): permission of instructor.

**R SSW 390 Community and Public Service Program II (3)**

This is a service based course that builds on prior community service experience by asking students to think critically about their community service experience through the lens of relevant scholarly literature. Requires 100 hours of service at a not-for-profit or public organization. In addition to volunteer service, each student is required to read selected articles and reflect on their experience by responding to discussion questions and completing a reflective writing assignment centered on personal leadership assessment and development. Prerequisite(s): R SSW 290 or R SSW 291 and permission of instructor. *A-E* graded.

**R SSW 400 Field Instruction in Social Welfare I (3)**

Internship in an affiliated social welfare agency where, under a qualified social work practitioner, students are assigned tasks which enable them to apply, integrate and extend the social work practice theory learned in the classroom. Assignment to a specific agency is made according to each student's educational needs. Students are in field 16 hours per week supervised by approved field instructors. For majors only. Prerequisite(s): grades of C or higher in R SSW 301, 305, 306, 322 and by permission of instructor. Concurrent with R SSW 401 and R SSW 405Z. *S/U* graded.

**R SSW 401 Integrative Field Seminar (1)**

This seminar focuses on the professional and practice issues and concerns of students entering baccalaureate field instruction. The seminar provides learning opportunities that will enable students to compare practice experiences, integrate classroom learning with practice, and increase their critical thinking skills. For majors only. Prerequisite(s): grades of C or better in: R SSW 301, 305, 306, 322 and by permission of instructor. Concurrent with R SSW 400 and R SSW 405Z.

**R SSW 405Z Social Work Practice III (3)**

This course is a continuation of R SSW 306: Social Work Practice II. The focus of this course is the intervention phase of the generalist helping process, including goal setting, contracting and basic interventions with individuals, families, groups, organizations and communities; intervention skills with diverse client systems; the applications of theory to practice with basic interventions; the use of critical reasoning in the basic intervention process, and the effects of oppression and injustice when intervening with populations at risk. This course is a writing intensive course. Therefore, much attention will also be given to the demonstration of critical reasoning through self-reflective and professional writing as it applies to the field of social work, and more specifically, basic interventions with individuals, families, groups, organizations and communities. For majors only. Prerequisite(s): grade of C or better in R SSW 306. Concurrent with R SSW 400 and R SSW 401.

**R SSW 406Y Social Work Practice IV (3)**

This course is a continuation of RSSW 405Z: Social Work Practice III. The focus of this course is the generalist helping process of advanced intervention, evaluation and termination with individuals, families, groups, organizations and communities; specialized social work and professional skills in intervention, evaluation and termination with diverse clients; application of theory and research to practice in advanced intervention, evaluation and termination; application of knowledge and skills to practice in concurrent field placement; effects of oppression and injustice in intervening, evaluating and terminating with populations at risk. In addition, this course meets the oral discourse requirement at U Albany. Prerequisite(s): grade of C or better in R SSW 405Z. Concurrent with R SSW 410.

**R SSW 408 Organizational and Community Theory (3)**

An introduction to social work practice at the organizational and community levels, with emphasis on oppressed populations. Includes the history of communities, organizations, and macro-practice in social work; major approaches to organizational behavior and community dynamics; the nature of non-clinical social work; the organizational and community contexts for the provision of social services; and skills for working in organizations and communities. For majors only. Prerequisite(s): permission of instructor, R SSW 210 and 301.

**R SSW 409 Introduction to Social Policy Analysis (3)**

Within an historical context, current social welfare policies and programs will be examined in terms of their rationale, implementation, and effectiveness. The strengths, limitations, and alternatives to governmental intervention in social welfare. Emphasis on concepts and frameworks for analyzing social welfare policies and programs, with special attention to their differential impact on at-risk and oppressed populations. For majors only. Prerequisite(s): permission of instructor, R SSW 408.

**R SSW 410 Field Instruction in Social Welfare II (4)**

Continuation of R SSW 400. Internship in an approved social welfare agency. Hours per week are set to meet acceptable professional standards. Must be taken concurrently with R SSW 406. Prerequisite(s): grade of C or higher in R SSW 401, 405Z and 408; grade of S in R SSW 400 and by permission of instructor. *S/U* graded.

**R SSW 450 Independent Study in Social Welfare (1–3)**

Independent reading or research on a selected experimental, theoretical, or applied problem is planned under the direction of a faculty member. May be repeated for credit when content varies. Prerequisite(s): written permission of instructor and chair of undergraduate program.

**R SSW 499 Special Areas of Social Welfare (3)**

Consideration of a topic or issue in the field of social work knowledge or practice is selected on the basis of faculty and student interest. May be repeated for credit when content varies. Prerequisite(s): permission of instructor.

# The Honors College

**Hui-Ching Chang, Ph.D.**  
*Dean of The Honors College;*  
*Professor of Communication*

The Honors College is a vibrant community providing intellectual challenges to talented students who are ambitious in pushing the limits of knowledge in the classroom and beyond, maximizing the opportunities available to them, and committing to civic engagement through leadership, hard work, and responsibility.

## Mission

The mission of The Honors College is:

- To contribute to the University's ability to attract academically talented, serious students with interests matching the programs of the University at Albany and to retain these students to graduation
- To develop a sense of community among the students in The Honors College
- To facilitate connections between professors and students, so that the professors are available as mentors to help students develop as scholars
- To offer a structured set of intense academic experiences designed to challenge honors students working in all disciplines
- To prepare students to compete successfully for admission to graduate and professional schools or for challenging and rewarding jobs
- To recognize and encourage the range of ways in which students can attain high levels of academic achievement.

## Structure

The Honors College is housed in the Office of the Vice Provost and Dean for Undergraduate Education. The main office of The Honors College is located in LC 31, (518) 442-9067. It is administered by the Dean who reports to the Vice Provost for Undergraduate Education and the Honors College Governing Board. Members of the Governing Board include the deans of all Colleges and Schools at Albany, or their designees, teaching faculty equal to the number of deans on the Governing Board, and one sophomore, junior, and senior honors student. The teaching

faculty are appointed by the Provost in consultation with the University Senate's Governance Council. Students are elected by those in their graduating class.

## Student Body

- Approximately 150 students are admitted to The Honors College each year
- Approximately 125 students are admitted as incoming first-year students
- Approximately 35 students are admitted at the end of their first semester or at the end of their first year. All first-year students at UAlbany can apply for admission at these times. Admissions decisions are made by the Dean, in consultation with the Governing Board.

## Curriculum

Students admitted as incoming first-year students are required to take 18 credits in honors courses before their junior year. Up to four of the 18 credits may be earned through one-credit seminars. These seminars supplement the 3-credit courses and are often on nontraditional or interdisciplinary topics that expose students to different ideas and perspectives. Students admitted to the Honors College during their first year at UAlbany are required to take 12 credits in honors courses.

Most honors courses are offered at the 100, 200, and 300 levels. Many are designed to meet one or more General Education requirements and some meet major requirements. Enrollment in honors courses is open to students in The Honors College only. Honors courses are listed within each department's course listing (with a T prefix) and on The Honors College website: [www.albany.edu/honorscollege](http://www.albany.edu/honorscollege).

Students in the Honors College are required to complete the honors program in their major during their second two years at UAlbany, if their major has an honors program. Students in a major that does not have an honors program consult with the Dean regarding the program they will follow during their second two years. A senior thesis or creative project is required to graduate from The Honors College.

## Expectations

Students in The Honors College must earn a 3.30 GPA during their first year and a 3.50 GPA each subsequent year to remain in The Honors College. Students entering The Honors College during their first year must earn a 3.50 GPA each year to remain in The Honors College. Students not achieving the required GPA may request a probationary semester, in consultation with the Dean. All honors students in a major that has an honors program must apply and be admitted to the honors program in their major.

Students who would like to remain eligible for honors housing must attend a required number of honors events during their first and second years at UAlbany.

## Honors College Courses

### T UNI 101 Honors Education: History, Theory, & Practice (1)

A course for all incoming first-semester students in The Honors College. Students will be introduced to university life, the roles of students and professors in the university, and working effectively in small groups to promote each other's learning. All first-semester honors students are required to enroll. Open to Honors College students only. *S/U* graded.

### T UNI 102 Introduction to Honors Research (1)

A course for all incoming first-year honors students and all second-year honors students admitted during their first year. Students will be introduced to undergraduate honors research through presentations of their honors theses by senior honors students and by presentations by professors who supervise undergraduate honors thesis. Prerequisite: first-year student in The Honors College or new second-year student in The Honors College.

### T UNI 110 Honors Writing and Critical Inquiry (3)

Introduction to college-level critical inquiry with a focus on the practice of writing. Based on principles of rhetorical theory, the course emphasizes intensive practice in academic writing as well as writing in other contexts. Students complete various projects in order to deepen their understanding of writing as a vehicle for inquiry and enhance their ability to produce clear and effective prose for different audiences and purposes and in different media. Only one of T UNI 110, U UNI 110, or A ENG 110 may be taken for credit. Must be completed with a grade of C or better or S to meet the Writing and Critical Inquiry requirement. Prerequisite(s): first-year student in the Honors College.

**T UNI 150 Honors Topics (1)**

The Honors Topics seminar addresses: a current/timely topic; specialized contents that are not included in the regular Honors curriculum; interdisciplinary focus that crosses disciplinary boundaries; and topics that are in a “pilot” or experimental phase before being offered as a regular Honors course. Special topics course offerings vary from semester to semester. May be repeated for credit for a total of three credits when content varies. Open to Honors College students only.

**T UNI 250 Honors Advanced Topics (3)**

The Honors Advanced Topics seminar may address: a current topic for timely in-depth analysis; feature specialized contents not included in the regular Honors curriculum for new insight; and provide interdisciplinary focus that crosses but also integrate disciplinary boundaries. Special topics course offerings vary from semester to semester. May be repeated once for credit when content varies. Open to Honors College students only.

# Undergraduate Study Opportunities

## Center for Undergraduate Research and Creative Engagement (CURCE)

The Center for Undergraduate Research and Creative Engagement (CURCE), under the auspices of the Vice Provost and Dean for Undergraduate Education, strives to encourage and facilitate undergraduate student participation in research, scholarship, and creative activities. Whether it is through coursework, a supervised experience, or hands-on opportunities in the field, UAlbany students who pursue research, scholarship and creative activities can:

- Enhance their academic skills, learning, and success
- Make intellectual or creative contributions to an academic discipline
- Learn about a specific field or career and develop competencies for future success
- Cultivate a network of academic and professional advisors, mentors, and peers
- Attend and present at institutional, regional, and national conferences
- Collaborate with faculty, staff, and students to be exposed to new ideas, cultures, and viewpoints

For more information about how to become involved, visit <https://www.albany.edu/undergrad-research/>.

## CURCE Flagship Events

CURCE hosts events, programs, and workshops in the Fall and Spring semesters. Each year, students have the opportunity to learn and to develop new skills, and access information on topics and themes relevant to their individual development as a scholar.

- Fall Fair — Held annually in October, CURCE invites all students to attend the largest on-campus gathering of academic departments, research centers, institutes, and laboratories. Students have the opportunity to meet with faculty, professionals, and researchers actively recruiting to fill positions for the upcoming Spring and Summer.
- Center for Undergraduate Research and Creative Engagement Conference — Held annually on the fourth Friday in April, the CURCE Conference is a

University-wide event. Students from all academic majors, and class years may submit an application to present their research, scholarship, and/or creative activities.

Email CURCE at [ugr@albany.edu](mailto:ugr@albany.edu) to learn more about opportunities, events, funding, and becoming involved in research, scholarship, and/or creative activities.

## Educational Opportunities Program

### Overview of the Program

The Educational Opportunities Program (EOP) was established at the University at Albany in 1968. The program seeks to provide admission opportunities for economically and educationally disadvantaged students who wish to enroll in one of many undergraduate departments at this University. Having the second largest EOP in the SUNY system with over 700 students being served, one objective of the EOP is to see that each student admitted is provided with all the services and assistance necessary for success in whatever degree program he or she seeks to complete. To this end, students enrolled in the Educational Opportunities Program are provided with supportive services designed to help students who need assistance in academic, financial, social, or personal matters. Specifically, the following services are provided to EOP students by a staff of professional counselors and departmental faculty members:

- Developmental coursework in reading/writing, math, and study skills
- One-to-one-personal/academic counseling
- Free one-to-one tutorial assistance
- Five week EOP mandatory Pre-College Summer Residential Program
- Financial aid packaging
- EOP Computer User Room and an EOP Writing Center
- Peer tutorial and peer advisement services
- Career and personal growth workshops
- Study skills materials
- Graduate school advisement and EOP graduate school tuition waiver.

## EOP Pre-College Summer Component

Each summer, incoming EOP freshman students participate in a five-week residential experience on the college campus, normally beginning in July and ending in early August. The full cost of tuition, fees, room and board, and books is paid for through an EOP grant. Small classroom instruction is offered to remediate, enrich, and provide a better start for university courses that students will take in the fall semester. Students are also exposed to numerous academic and nonacademic survival skills, extensive individual and group counseling sessions, and personal and educational advisement. Other priorities during the summer include in-depth study skill enrichment and career awareness sessions.

The summer instructional staff includes university lecturers who exclusively teach our EOP students during the academic year. The academic subjects involve pre-college work in writing, reading, and mathematics. EOP counselors who coordinate the extensive counseling sessions are experienced and trained. They develop a unique personal relationship with students, and this relationship continues during the matriculation years. In addition to the instructors and counselors, student assistants are also totally involved in the pre-college summer experience. These peer tutors and lay counselors not only live in the residential halls with the students, but also assist in the instructional process.

## EOP Supportive Service Unit

It is the obligation of an educational institution to contribute to the development of the “total” individual. As such, the EOP staff insures that all channels of supportive service are available to the members of the EOP population. The EOP office is the hub from which all EOP services radiate. Inherent in the agreement to accept students into EOP is the understanding that the EOP staff commits its energies to the positive academic and social adjustment of the individual students who select the program.

## Academic Services

The EOP office serves as the administrative unit through which academic assistance is provided to all EOP students. EOP seeks to promote scholarship and to



insure the graduation of those students. It incorporates basic social and educational techniques to meet different needs.

## Developmental Course Programming

Incoming freshmen admitted to EOP are evaluated, their weaknesses and strengths defined, and their special needs established.

As mentioned above, the developmental course curriculum offers courses in mathematics and writing. If needed, students are required to take a maximum of two levels of developmental courses during their pre-college summer program and during their first two semesters. During the academic year, along with the developmental courses, students also choose university courses. Although students receive transcript credit (not graduation credit) for enrollment in the developmental courses, the individual growth acquired can insure success in regular university courses.

The curriculum in writing is designed to develop and increase student awareness of the value of writing, and to encourage participation in the experience through writing in various modes and across the curriculum. The coursework consists of a two semester sequence in which students increase their confidence and fluency in writing, learn to cope with writing in the academic world, and learn the essentials of how to structure and write a college-level essay.

## Counseling Services

EOP seeks to offer its students a multidimensional approach to individual development. Fundamental to each student's successful adjustment is the availability of comprehensive, competent counseling. Because the University at Albany presents a very demanding, competitive, and in most cases unfamiliar environment, the EOP counselors make every endeavor to reduce anxiety and to help students in adapting to university life. Counseling staff members advise and counsel students in academic, social, emotional, and vocational areas in order to help resolve student problems. Consultation links are sustained between the EOP counseling unit, the Academic Support Center, the Student Health Center, and other university service offices.

## Peer Tutorial Program

The tutorial program aims to provide a well-structured peer tutorial support system to assist student academic progress

in University at Albany course work. This tutorial program plays a vital part in contributing to the academic success of the University's EOP population. Recommended by university faculty members, upper-class and graduate students are selected to tutor undergraduates in the University's many departments. To ensure more effectiveness, tutoring is usually done on a one-to-one basis. Although tutoring is optional, it is strongly urged that students take advantage of this service before any academic difficulty is incurred. Tutors will usually work as many hours as needed.

## Other Student Services

### Computer Lab

EOP students have access to the Office's own computer lab usage room. Staffed at all times with a computer specialist, EOP students can receive technical assistance for word processing purposes.

### Personal/Career Growth Workshops

A number of personal growth workshops are held yearly to aid EOP students with career choices and personal enrichment. Facilitated by the EOP counselors and University personnel, these career workshops improve a student's understanding of the academic departments and of prospective career goals. Also, personal workshops focus on coping skills, study skills, time management, financial aid, and graduate school entrance.

### Liaison Relationships

To assist the EOP staff with a better understanding of individual academic departments, the EOP Office has a list of key faculty members who act as liaisons with EOP and that particular department. In addition, the faculty members periodically update the EOP staffers on departmental changes.

### University-Wide Services

The EOP student is also encouraged to take full advantage of all academic and student services campus-wide.

## University Developmental Courses

This instructional component consists of university developmental courses and is open to any matriculated student seeking help in writing skills and mathematics skills. These courses do not carry graduation credit because they foster the development of skills required for regular university courses.

### 0 EOP 14 Written World (0)

Basic course in essay writing and critical reading skill. Offered only to EOP pre-college students during the summer. *S/U* graded.

### 0 EOP 16 Writing Skills (0)

Students gain competence and confidence in academic writing through reading based assignments and practice with standard academic discourse conventions. Students explore the connection between personal expression and public discourse. Final course project is a research paper and research based class presentation. *S/U* graded.

### 0 EOP 17 Math I (0)

Primarily a review course in basic arithmetic and elementary algebra. It stresses the fundamental operations and application of whole numbers, decimal numbers, directed numbers, fractions (both numerical and algebraic), percent algebraic expressions, solutions of various types of first-degree equations, and some verbal problems. Other selected topics from algebra are also treated. *S/U* graded.

### 0 EOP 18 Math II (0)

This course involves the mastering of basic algebraic and trigonometric operations.

### 0 EOP 19 Math III (0)

This precalculus course provides the student with materials needed for the introductory university calculus course. It examines solving equations and inequalities. It also involves exposure to graphing techniques for rational, exponential, logarithmic, and trigonometric functions.

## Center for International Education and Global Strategy

### Global Academic Programs

#### Office of Education Abroad

Students in all majors may apply for an international program that will complement their studies at UAlbany. Education abroad allows students to experience other cultures to develop new academic perspectives, and develop competencies in order to succeed in a globalized world. The State University of New York offers opportunities to study in more than 100 countries on all 7 continents.

The University at Albany organizes more than 130 different educational opportunities around the world for UAlbany, SUNY and visiting students — with programming that supports a broad range of educational, professional, and personal goals. Students may choose an education abroad experience lasting a full year, semester, summer, spring break, or winter session. Program types include direct enrollment, intensive language courses, service learning,

research, internships, and faculty-led courses. Credits earned overseas count toward overall graduation requirements and with approval may satisfy requirements in the major, minor, or General Education Program. A complete listing of programs and detailed information about them are available in the Office of Education Abroad, SL G40, and online at [www.albany.edu/studyabroad/](http://www.albany.edu/studyabroad/). Advisors can gladly share information and advice about traveling, academics, and adjusting to different ways of living. Email [studyabroad@albany.edu](mailto:studyabroad@albany.edu) or phone 518-591-8172 for more information.

The State University of New York offers over 600 international programs worldwide for which UAlbany students are eligible to apply. Students participating on any education abroad program offered by a four-year SUNY campus register on their home campus (UAlbany), which permits them to maintain eligibility for financial aid. *Students participating in two-year community college, technology college, or non-SUNY programs during the academic year (fall and/or spring semester) must request a leave for approved study from the UAlbany campus for the duration of the program.*

## Global Distinction

The University at Albany confers a Global Distinction Milestone to undergraduate students in recognition of their successful completion of a structured set of integrated, intentional academic experiences that are distinctly global in scope and purpose. The milestone will appear as an entry on the undergraduate student's final transcript. Global Distinction students are distinguished for the global orientation of their academic pursuits, regardless of their major or minor. Program participants engage in second language study (four semesters of courses or the equivalent in proficiency); globally-oriented curriculum and research; and a coherent, international immersion experience, including one study abroad semester and an 8-10 week summer internship (professional or lab research). This invaluable combination of knowledge, skills and perspectives is highly sought after by today's employers and graduate schools. Interested students should contact the Director of Global Academic Programs, Dr. Annette Richie, in the Center for International Education and Global Strategy, early in their college careers, for information and advisement. Learn more at [www.albany.edu/international/globaldistinction.php](http://www.albany.edu/international/globaldistinction.php).

## Student Engagement

*Assistant Vice Provost for Student Engagement*  
Linda Krzykowski, Ph.D.

The Office of the Vice Provost for Undergraduate Education works to provide opportunities and pathways for students to be active and engaged in their studies both inside and outside the classroom. Students find many different ways to connect with their professors, including:

- *Living-Learning Communities* provide incoming freshmen and transfers an opportunity to live with and take classes with others who share their interests. Students participate with faculty and current UAlbany students in and outside the classroom:  
[www.albany.edu/student\\_engagement/living\\_learning\\_communities.php](http://www.albany.edu/student_engagement/living_learning_communities.php)
- *The Freshman Seminar* allows students to explore an area of interest and gain insight into the academic expectations of the University at Albany. A wide variety of one-credit Freshman Seminars are offered by teaching faculty in the fall semester. Freshman Seminars are limited to 25 students per section, offering first-year students the opportunity for personal interaction with a faculty member. While exploring the chosen topic, students will also be introduced to the academic expectations, opportunities, and challenges of University life:  
[www.albany.edu/student\\_engagement/freshman\\_seminars.php](http://www.albany.edu/student_engagement/freshman_seminars.php)
- *Explore UAlbany* — During Great Dane Beginnings Opening Weekend, incoming students attend lectures on cutting edge topics and meet faculty before classes start.
- *Food for Thought* — A program where students and professors meet for lunch:  
[www.albany.edu/student\\_engagement/food\\_for\\_thought.php](http://www.albany.edu/student_engagement/food_for_thought.php)
- *Munch with the Major* — Students intending to major in a specific discipline meet faculty and staff from that area and learn how to be successful in that discipline. With a focus on informational conversations over dessert, students learn about undergraduate research opportunities, internships, different tracks within the major, and what successful graduates who have majored in the department have done.

- Supporting faculty and staff who volunteer as advisors for students, Clubs and Groups:  
[www.albany.edu/involvement/studentgroups.shtml](http://www.albany.edu/involvement/studentgroups.shtml)
- Helping incoming students understand the academic expectations at UAlbany:  
[www.albany.edu/openingweekend/student-tips.php](http://www.albany.edu/openingweekend/student-tips.php)
- Fostering UAlbany academic traditions like Candlelighting, Baccalaureate Torch Reception, and Food for Finals:  
[www.albany.edu/spirit/traditions.shtml](http://www.albany.edu/spirit/traditions.shtml)

For additional details, visit:  
[www.albany.edu/student\\_engagement/](http://www.albany.edu/student_engagement/).

## University-Wide Course Offerings

The Interdisciplinary Studies Committee of the Undergraduate Academic Council works with all University schools and colleges and other appropriate campus offices for the purposes of encouraging, promoting, and coordinating interdisciplinary studies on a campus-wide basis. This committee reviews requests for Faculty-Initiated Majors and Minors, as well as student requests for individually designed interdisciplinary majors and minors. In addition, the committee recommends and monitors University course offerings to facilitate appropriate independent study, research, and internships not provided through other course offerings as well as specific courses taught by faculty from more than one school or college.

All “U FSP,” “U UNI,” and “U UNL” courses are defined as liberal arts and sciences courses for purposes of degree requirements for the B.A. and B.S. degrees.

The University offers several undergraduate courses designed to facilitate independent study and research as well as internship opportunities that cannot be undertaken through regular course work or through existing offerings of the colleges and schools. Students interested in the courses described in this section may obtain further information and application forms from the Office of the Vice Provost for Undergraduate Education, LC 30.

Credits earned through these courses are generally applied to the degree as liberal arts and sciences elective credits. However, when appropriate, such credits may be applied as major credits or minor credits as determined by the student's respective

major or minor departments. Students are advised to check with the department for particular policies or prerequisites regarding the approval of major or minor credit.

## Faculty-Initiated Interdisciplinary Courses

The Interdisciplinary Studies Committee has approved the following Faculty-Initiated Interdisciplinary Courses. Some are not offered on a regular basis and, therefore, the schedule of classes should be consulted to determine if a course is being offered. The instructor should be contacted for further information about the course.

### U UNI 150 Selected Interdisciplinary Topics (1–4; as approved)

Experimental class, the subject varying with instructors and the term offered. Course is designed to present a large body of information without expecting a mastery of detail (e.g., as in a survey course) or to present general theoretical or methodological approaches (e.g., as in a foundations course). See special announcements of courses to be offered under this heading. May be repeated for credit if content varies. Topic must be approved by the Vice Provost of Undergraduate Education and the Interdisciplinary Studies Committee of the Undergraduate Academic Council. Prerequisite(s): permission of instructor.

### U UNI 240 The Research Journey (3)

This course is aimed at freshmen and sophomores with an interest in research. This will be an interdisciplinary course, exploring the rigor and principles of research across disciplines — from social studies, to arts, to humanities, to nursing, to natural and physical sciences. The purpose is not to explore how research is conducted in any single discipline, but to facilitate an understanding of how researchers identify and define problems and the discipline that lies behind imagining research. The course will empower students to think of research communities as cultures with unique vocabulary, rituals, norms, and best practices. Readings will be diverse, taken from a range of disciplinary specializations. The course will accomplish four objectives: (1) inspire excitement about the research process; (2) dissuade students of the inviolability of rigid disciplinary boundaries; (3) instill comfort with the (seemingly arcane) terminology and concepts of research; and (4) expand perception of the range of domains in need of informed researchers.

### U UNI 250 Becoming a Researcher (3)

This course will prepare freshmen and sophomores to participate in research, individually, in groups, or with supervising faculty. The course will introduce students to the common steps in the research process, and how they apply across disciplines. Students will learn how to define problems across disciplines, the research designs commonly adopted across disciplines,

and the commonly adopted methods of analyzing qualitative and quantitative data. The purpose of the course will be to empower students to participate with confidence in the various formal and co-curricular learning environments that characterize a Research I university. The course will accomplish four objectives: (1) recognize the similarities and distinctions in research across disciplines; (2) identify how to define a research problem; (3) understand the commonly adopted research designs across disciplines, and how to select among designs; and (4) become exposed to the commonly adopted analysis procedures of both quantitative and qualitative data, across disciplines.

### U UNI 310 (= A BIO 311 & A GOG 310) World Food Crisis (3)

Interdisciplinary approach to understanding world food problems through analyses of social, political, economic, nutritional, agricultural, and environmental aspects of world hunger. Faculty from several departments in the sciences, humanities, and social and behavioral sciences present views from various disciplines. Only one version of U UNI 310 may be taken for credit. Prerequisite(s): junior or senior standing, or permission of instructor.

### U UNI 350 Selected Interdisciplinary Topics (1–4; as approved)

Experimental class, the subject varying with instructors and the term offered. Course content should be beyond the introductory or survey level and the course should require prior academic achievement and/or experience related to the topic. May be repeated when content varies. Topic must be approved by the Vice Provost and Dean of Undergraduate Education and the Interdisciplinary Studies Committee of the Undergraduate Academic Council. Prerequisite(s): permission of instructor.

## College Experience Courses

### U FSP 100 Freshman Seminar (1)

A class that meets once per week with a member of the teaching faculty. Course topics vary and will offer students a chance to interact with a faculty member about a topic of mutual interest. At the same time it will introduce first-year students to the University at Albany community and assist them in understanding the academic expectations, intellectual challenges, and personal opportunities available to them as learners. Course enrollment is limited to 25 students per section. Consult schedule of classes for individual seminar topics. Open to freshmen only. Only one of U FSP 100 and U FSP 102 may be taken for credit.

### U FSP 102 Living-Learning Community Seminar (1)

A class that meets once a week with a member of the teaching faculty. Course topics vary but are connected to Living-Learning Communities. The course is designed to integrate discipline-based learning with an understanding of the academic expectations, intellectual challenges, and personal opportunities available to students as university learners. Additionally, students forge connections with teaching faculty members.

May be repeated once for credit. Only one of U FSP 102 and U FSP 100 may be taken for credit. Prerequisite(s): admission into a Living-Learning Community.

### U UNI 099 Student Engagement Recurring Class Meeting (0)

A recurring and scheduled class meeting time to allow and encourage groups of students to interact with faculty and staff around a topic, theme or major. Students enrolled in U UNI 099 would meet as a community at a scheduled time and location to discuss issues around the community's theme, class topics, host guest speakers, get help with transitional issues, form study and review sessions, and/or meet with faculty, advisors, and staff. Non-graded. May be repeated.

### U UNI 100U The Freshman Year Experience (3)

The purpose of this course is to help you become a more effective student. During the course of the semester, you will learn about the college experience—experiences unique to first year students, transitional stages that you may undergo, and coping strategies that can help you pass through this phase of college life. You will learn how to use and locate important campus resources. You will learn about who you are and how that information helps you choose a major and a career. Finally, you will learn how to increase your chances of succeeding at the University at Albany as your transition through this most critical first year. Only one of U UNI 100 and E SPY 120 may be taken for credit.

### U UNI 103 College Transition (1)

The purpose of this course is to help students become more effective in the college setting. During the course, students will learn about the college experience — experiences unique to first year students, transitional stages that students may undergo, and coping strategies that can help freshmen maneuver through various phases of college life. Students will learn how to use and locate important campus resources, manage intellectual challenges, and pursue professional opportunities as well as develop appropriate academic expectations in the college setting. Students will learn more about personal and societal characteristics that influence decision making and career exploration. Finally, students will learn how to increase leadership and civic engagement while in college. Prerequisite(s): open only to rising junior (11th grade) or senior (12th grade) high school students participating in STEP. Permission of instructor required.

### U UNI 200 Sophomore Year Experience (3)

Sophomore Year is nationally known as college students' "slump" period in their four year journey. It is during this second year that students are pressured to make major decisions (i.e., major, minor, internships, work or graduate school track, staying or transferring, and so on). This SYE course would seek to guide second year students through this make-or-break point by discussing ways to successfully navigate through this difficult time. Second to third year retention strategies will also be emphasized.

## University Libraries Courses

### *Distinguished Librarian*

Trudi Jacobson, M.L.S., M.A.

### *Associate Librarians*

Greg Bobish, M.L.S., M.A.

Irina Holden, M.S.I.S., M.S.

### *Senior Assistant Librarian*

Allison Hosier, M.S.I.S.

### **U UNL 205X Information Literacy (1–2)**

One-quarter course to acquaint students with the processes of finding, organizing, using, producing, and distributing information in print, electronic, and other formats. Students will learn about the flow of information in a variety of disciplines, how to be effective at the research process, how to access information in a variety of formats, and how to formulate effective searches on electronic databases and the Internet. Students will be taught to evaluate the quality of Web-based and print information, and will become familiar with social, ethical, and legal issues relating to information. When offered for two credits, there will be added emphasis on the broad scope of literacies needed in today's information environment and on social, legal, and ethical issues. Only one course from U UNL 205X and 206X may be applied toward graduation.

### **U UNL 206X Information Literacy in the Sciences (1–2)**

Using examples from scientific, technical, and medical literatures, this one-quarter course acquaints students with the processes of finding, organizing, using, producing, and distributing information in print, electronic, and other formats. Students will learn about the flow of information in a variety of disciplines, how to be effective at the research process, how to access information in a variety of formats, and how to formulate effective searches on electronic databases and the Internet. Students will be taught to evaluate the quality of Web-based and print information, and will become familiar with social, ethical, and legal issues relating to information. When offered for two credits, there will be added emphasis on the broad scope of literacies needed in today's science and technologies information environment and on social, legal, and ethical issues. Only one course from U UNL 205X and 206X may be applied toward graduation.

### **U UNL 207X Information Literacy in the Humanities and Arts (1–2)**

Students majoring in the humanities and arts need to be information literate both in regard to the information environment in their discipline, and also more generally for their role as informed citizens. This course will address both of these needs. The literature of the field will take a central place in the course, including identifying an information need, understanding the organization of resource materials and learning how to best tap into them. Students will be introduced to the complexities of the information environment, in the field and in general, and the personal dispositions that will

allow them to be flexible and effective when hunting for information. When offered for two credits, there will be added emphasis on the broad scope of literacies needed in today's collaborative information environment. Offered as a quarter course.

### **U UNL 299 Information Literacy in Mathematics and Statistics (1–2)**

Students majoring in mathematics and statistics need to be information literate both in regard to the information environment in that field, and also more generally for their role as informed citizens. This course will address both of these needs. The literature of the field will take a central place in the course, including identifying an information need, understanding the organization of resource materials and learning how to best tap into them. Students will be introduced to the complexities of the information environment, in the field and in general, and the personal dispositions that will allow them to be flexible and effective when hunting for information. Students will gain experience searching the key research tool MathSciNet, but will also be introduced to appropriate databases, including Web of Science, INSPEC, and more. When offered for two credits, there will be added emphasis on the broad scope of literacies needed in today's collaborative information environment. Offered as a quarter course. Corequisite: A MAT 299.

### **U UNL 300/300X Advanced Topics in Information Literacy (1–3)**

Special topics course designed to provide students with a more sophisticated level of information literacy abilities than U UNL 205X, 206X, or 207X courses, either through increased familiarity with the resources and flow of information in a particular discipline (e.g., humanities, social sciences, sciences) or field (e.g., English, theater) or through examination of issues related to the evolving information environment (e.g. social media as information sources, visual literacy). May be repeated for credit when content varies. Prerequisite(s): U UNL 205X, 206X, or 207X, or permission of instructor.

### **U UNL 395T (= A PSY 395T) Information Literacy in Psychology (2)**

This course emphasizes a broad range of information sources and strategies for finding information with an emphasis in the discipline of psychology. An emphasis is also placed in understanding issues associated with psychological research. U UNL/A PSY 395T meets the requirements for Information Literacy, Oral Discourse, and Advanced Writing in the psychology major. Prerequisite(s): major in Psychology.

## University Tutors Courses

### **U UNI 498 (formerly A CAS 498) STEM Tutors (3)**

Prospective tutors will develop techniques to facilitate group and individual tutoring sessions for science foundation courses. Course components are: formal training in tutoring processes, study skills, and learning strategies; seminars on related topics; monitored tutoring throughout

the semester. Mandatory attendance for all class meetings and seminars. Prerequisite(s): previous enrollment in course(s) to be tutored; a grade of B+ or better in each course; a letter of recommendation from the professor of each course the student wishes to tutor; permission of instructor. S/U graded.

### **U UNI 499 University Tutors (3)**

The University Tutors are a group of student volunteers who assist with University-wide and EOP English, Math, and Freshmen Year Experience courses offered through the Educational Opportunities Program and the Office of Access and Academic Enrichment. They are trained to assist students on an individual and group basis. Students are selected to assist in these courses by the course instructors themselves. Prerequisite(s): permission of instructor. S/U graded.

## University-Wide Independent Study and Research

Independent study and research is considered advanced work that enables undergraduates to go beyond existing coursework to investigate a topic or a hypothesis or a relationship either in the library or in the laboratory. The work generally culminates in a significant paper or report. Academic departments offer independent study opportunities to students whereby a faculty member directly supervises credit-bearing independent work or research, and credit is earned within the sponsoring department. University-wide independent study and research may apply to work that is more interdisciplinary in nature, generally falling under the U UNI course rubric.

## University-Wide Independent Study and Research Courses

### **U UNI 397 Independent Study and Research (3)**

Independent study course to provide students the opportunity to explore a subject beyond the introductory or survey level. This experience will commonly build upon the student's prior research experience via the CSTEP / University at Albany Summer Research Program (UASRP) and will include faculty oversight. Contingent on the consent of instructor willing to supervise study.

## University-Wide Internships

Students interested in integrating their academic study with practical experience are encouraged to explore the feasibility of participating in an internship. An internship should be viewed as a three-way partnership that brings together an

undergraduate student, an employer, and the University at Albany to provide supervised practical work experience that complements the student's academic program. An internship must include a learning component with clearly defined projects and learning goals that draw on knowledge and skills previously attained through the student's coursework. The work is supervised and evaluated by a designated individual in the agency, institution, or corporate body providing the internship. This supervisor provides an evaluation of the student's work to the UAlbany faculty member who is responsible for the final evaluation of the student's attainment of the agreed-upon learning goals and assignment of the appropriate academic grade.

Through U UNI 290 (1-4 credits) and U UNI 390 (1-15 credits), students have obtained approval for full- or part-time internships in a very wide variety of areas. For these pursuits, it is assumed the student will secure the opportunity on his or her own, find appropriate faculty sponsorship, and then apply to the Interdisciplinary Studies Committee for approval of the desired credit. Further information and application forms for U UNI 290 and U UNI 390 may be obtained from the Office of the Vice Provost for Undergraduate Education, LC 30. Deadlines for proposals for each semester are very specific and are not flexible. *All internships must be pre-approved. Because of the academic component of U UNI 290 and U UNI 390 internships, under no circumstances will students be permitted to earn credit retroactively for a previous experience.*

There is a wide range of possible internship opportunities. Some of the more common internships pursued by previous students through U UNI 290 and U UNI 390 involved work with such organizations as: the U.S. Congress, the federal judiciary and numerous federal executive agencies, various state agencies (Lt. Governor's Office, Attorney General, Correctional Services, Division of Criminal Justice, etc.), the New York Public Interest Research Group, the Civil Liberties Union, the Environmental Planning Lobby, Albany Medical Center, stock brokerage firms, law firms, and media organizations including local and national television stations and corporations.

The University also offers a total of 15 credits for students participating in the following special, formalized internships: the Internship in or Seminar in Operational and Applied Communication Theory (A

COM 392, 393), the Senate Sessions Assistant Program (U UNI 391), and the Assembly Sessions Intern Program (U UNI 392). These latter two established internships take advantage of Albany's location in the state's capital. In addition, Rockefeller College supports a full-time the Washington Semester program.

The Center for Experiential Education (CEE) seeks to enhance the academic curriculum through experiential learning. Experiential learning activities at UAlbany allow students to complement classroom knowledge and acquire relevant disciplinary and professional skills by participating in substantial, hands-on activities. The Center supports two applied learning internships, U UNI 288 and U UNI 289, monitored and evaluated field experiences in an environment related to the student's field of study and/or career interests.

Some majors, such as social welfare, require fieldwork as part of their major requirements, and these opportunities are open only to students who have been admitted in the major program. Other majors offer opportunities for students to participate in internships that involve experiences related to the academic focus of the degree program. For example, there are opportunities in various aspects of the performing arts (e.g., A ARH 490, A ART 490), humanities (e.g., A CLA 490, A ENG 390, A JRL 495), natural sciences (e.g., A ATM 490), social sciences (e.g., A ANT 338, A ANT 490, COM 390, A SOC 490, A USP 490, A WSS 322, 492), political science (e.g., R POS 390), public policy (e.g., R PAD 498, 390) business (e.g., B BUS 497), informatics (e.g., I INF 468), education (e.g., E PSY 390), and emergency preparedness (e.g., C EHC 390).

In addition to the credit-bearing internships, there are also many opportunities for noncredit internships, mostly during the summer, some of which pay the participants a stipend. Information on many of these programs and their application process is available through the Office of Career and Professional Development.

## University-Wide Internship Courses

### U UNI 288 Applied Learning Internship (1)

Monitored and evaluated field experience in an environment related to the student's field of study and/or career interests. The course includes academic assignments that focus on the creation of learning objectives, reflection, and evaluation. All course assignments may be

submitted online, allowing students to participate in internships anywhere in the world. Students are required to complete a minimum of 50 on-site internship hours over the duration of the term in which they are registered. Academic work is in addition to hours worked as part of internship. Course enrollment is limited to situations approved by the Center for Experiential Education and/or the course instructor. Students will be required to participate in an online internship orientation prior to registering for the course. Note: equivalent credit for prior experience is not available due to the academic component of the internship course. Students may not earn more than 6 credit hours for U UNI 288 and U UNI 289 combined. Prerequisite(s): 2.00 GPA, at least sophomore standing, and permission of instructor. *S/U* graded.

### U UNI 289 Applied Learning Advanced Internship (3)

Monitored and evaluated field experience in an environment related to the student's field of study and/or career interests. The course includes academic assignments that focus on the creation of learning objectives, reflection, and evaluation. All course assignments may be submitted online, allowing students to participate in internships anywhere in the world. Students are required to complete a minimum of 150 on-site internship hours over the duration of the term in which they are registered. Academic work is in addition to hours worked as part of internship. Course enrollment is limited to situations approved by the Center for Experiential Education and/or the course instructor. Students will be required to participate in an online internship orientation prior to registering for the course. Note: equivalent credit for prior experience is not available due to the academic component of the internship course. Students may not earn more than 6 credit hours for U UNI 288 and U UNI 289 combined. Prerequisite(s): 2.00 GPA, at least sophomore standing, and permission of instructor. *S/U* graded.

### U UNI 290 Internships for Sophomores (1-4; as approved)

Internships involving participation in the work of an agency, institution, or corporate body, with collateral academic study. Contingent on the approval of a University at Albany full-time member of the instructional staff willing to supervise the study and evaluate on-site reports of the student's progress. Part-time faculty may supervise a U UNI 290 internship with the approval of their department chair. The Interdisciplinary Studies Committee retains the final authority to approve internship projects and supervisors. U UNI 290 internships may be taken for 1-4 credits. U UNI 290 internships are open only to sophomores who have an overall grade point average of 2.00 or higher. May be repeated, but each registration must be for an approved project. Prerequisite(s): approval of the Interdisciplinary Studies Committee. Application deadlines: May 1<sup>st</sup> for summer; August 1<sup>st</sup> for fall; December 1<sup>st</sup> for spring. *S/U* graded.

**U UNI 390 Internships for Juniors and Seniors (1–15; as approved)**

Internships involving participation in the work of an agency, institution, or corporate body, with collateral academic study. Contingent on the approval of a University at Albany full-time member of the instructional staff willing to supervise the study and evaluate on-site reports of the student's progress. Part-time faculty may supervise a U UNI 390 internship with the approval of their department chair. The Interdisciplinary Studies Committee retains the final authority to approve internship projects and supervisors. U UNI 390 internships are usually taken for 1-9 credits. Under extraordinary circumstances, a student may petition the committee for a maximum of 15 credits. Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.00 or higher. May be repeated, but each registration must be for an approved project. Prerequisite(s): approval of the Interdisciplinary Studies Committee. Application deadlines: May 1<sup>st</sup> for summer; August 1<sup>st</sup> for fall; December 1<sup>st</sup> for spring. *S/U* graded.

**U UNI 391 Senate Sessions Assistant Program (15)**

A full-time internship program in the New York State Senate. Session assistants work as staff members in senators' offices for a minimum of 35 hours per week and complete a required academic component including seminars, readings, short papers, book reports, and term paper. Offered spring semester only. **Internships are open only to qualified juniors and seniors who have an overall grade point average of 3.0 or higher** through a competitive selection process. Application deadline in early fall through the campus liaison officer (LC 30). Prerequisite(s): selection process, permission of campus liaison officer. *S/U* graded.

**U UNI 392 Assembly Sessions Intern Program (15)**

A full-time internship program in the New York State Assembly. Interns are assigned to work with members of the Assembly or its committees and research staff for a minimum of 35 hours per week and complete a required academic component including seminars, readings, short papers, mini courses, and term paper. Offered spring semester only. **Internships are open only to qualified juniors and seniors who have an overall grade point average of 2.50 or higher** through a competitive selection process. Application deadline in early fall through the campus liaison officer (LC 30). Prerequisite(s): selection process, permission of campus liaison officer. *S/U* graded.

**Writing and Critical Inquiry Program**

*Director*

Robert P. Yagelski, Ph.D.

The program in Writing and Critical Inquiry (WCI) is intended to introduce new students to intellectual inquiry at the university with a focus on academic writing.

The seminar U UNI 110, required for students matriculating Fall 2013 and thereafter, is devoted to rigorous practice in writing as a discipline itself and as an essential form of inquiry in postsecondary education. This requirement reflects the importance of writing as a vehicle for learning and a means of expression. The course also emphasizes the essential role of writing in students' lives as citizens, workers, and productive members of their communities.

Based on established principles of rhetorical theory, Writing and Critical Inquiry provides students opportunities for sustained practice in writing so that students gain a deeper understanding of writing as a mode of inquiry and develop their ability to negotiate varied writing and reading tasks in different academic and non-academic contexts. Through rigorous assignments that emphasize analysis and argument, students learn to engage in writing as an integral part of critical inquiry in college-level study, become familiar with the conventions of academic discourse, and sharpen their skills as researchers, while improving their command of the mechanics of prose composition. Writing and Critical Inquiry also helps students develop competence in the uses of digital technologies as an essential 21<sup>st</sup> century skill for inquiry and communication.

Writing and Critical Inquiry seminars are limited to 19 students, which enables students and their instructors to work together closely as they explore the nature, uses, and practice of writing. The small size of the seminars also provides opportunities for students to explore the rich diversity of thought and the varied perspectives that are an integral part of the university experience. Through shared experiences as writers, students will learn to think critically and carefully about the complex questions that are the focus of inquiry across the many different academic disciplines that make up the university curriculum.

Writing and Critical Inquiry provides a foundation for students to continue to develop their abilities to think critically about the world around them, to communicate effectively in written and oral discourse in a variety of settings, and to engage in sophisticated inquiry as a way to address the questions they will confront in their classes and in their lives outside the university.

For additional information visit: [www.albany.edu/wci/](http://www.albany.edu/wci/).

**U UNI 110 Writing and Critical Inquiry (3)**

Introduction to college-level critical inquiry with a focus on the practice of writing. Based on principles of rhetorical theory, the course

emphasizes intensive practice in academic writing as well as writing in other contexts. Students complete various projects in order to deepen their understanding of writing as a vehicle for inquiry and enhance their ability to produce clear and effective prose for different audiences and purposes and in different media. Only one of T UNI 110, U UNI 110, or A ENG 110 may be taken for credit. Must be completed with a grade of *C* or better or *S* to meet the Writing and Critical Inquiry requirement.

**T UNI 110 Honors Writing and Critical Inquiry (3)**

T UNI 110 is the Honors College version of U UNI 110; only one of T UNI 110, U UNI 110, or A ENG 110 may be taken for credit. Must be completed with a grade of *C* or better or *S* to meet the Writing and Critical Inquiry requirement. Prerequisite(s): first-year student in the Honors College.

**U UNI 297 Independent Study in Writing (3)**

Independent study course with an emphasis on research-based writing to provide students the opportunity to explore a subject beyond the introductory or survey level. The experience will commonly grow out of the student's work in U UNI 110. Contingent on the consent of instructor willing to supervise the project. Prerequisite(s): U UNI 110 and permission from the Writing and Critical Inquiry Program.

***Approved Writing and Critical Inquiry Equivalent:*****A ENG 110 Writing and Critical Inquiry in the Humanities (3)**

Introduction to the practice and study of writing as the vehicle for academic inquiry in the Humanities at the college level. Students will learn the skills necessary for clear, effective communication of ideas through careful attention to the writing process and the examination of a variety of rhetorical and critical practices. Only one of T UNI 110, U UNI 110, or A ENG 110 may be taken for credit. Must be completed with a grade of *C* or better or *S* to meet the Writing and Critical Inquiry requirement.

**Center for Experiential Education**

The Center for Experiential Education (CEE) seeks to enhance the academic curriculum through experiential learning. Experiential learning activities at UAlbany allow students to complement classroom knowledge and acquire relevant disciplinary and professional skills by participating in substantial, hands-on activities. Experiential or applied learning opportunities typically include planning, training, monitoring, reflection, and evaluation. Visit [www.albany.edu/experientiallearning](http://www.albany.edu/experientiallearning) for more information.

## Applied Learning Internship Program

The CEE offers two internship courses, Applied Learning Internship (U UNI 288) and Advanced Applied Learning Internship (U UNI 289).

Students from any major with a minimum 2.00 GPA and at least sophomore standing may earn academic credit for participating in internships anywhere in the world. U UNI 288 is a 1 credit course that requires students to complete a minimum of 50 hours at an internship site of their choice. U UNI 289 is a 3 credit course that requires students to complete a minimum of 150 hours at an internship site of their choice. Internships should be relevant to the student's discipline and career goals.

The Applied Learning Internship courses aim to help students:

- Apply classroom theory in a professional environment
- Develop “soft skills” and “career readiness skills”
- Explore career options and begin building a professional network
- Apply what they've learned in the field to future academic and professional environments
- Boost maturity and build self-confidence

Assignments and materials are on Blackboard. Typically, course topics include organizational culture, ethics, maintaining a professional online presence, networking, taking initiative, transferable skills, diversity, inclusion, and globalization in the workplace

Students learn experientially through a self-directed approach. In conjunction with an internship supervisor, students develop learning objectives and an action plan to help achieve individual learning goals. The course instructor will provide resources, guidance, and feedback to help students get the most from their internship experience. Assignments are designed to help foster continuous learning, deep reflection, and evaluation of the experience. Students will be expected to complete a Learning Agreement/Action Plan, reflective assignments, an informational interview, online course discussions, a final presentation, and final evaluations. CEE staff contacts all internship supervisors at mid-semester and the end of the semester to monitor the student's progress.

## SPEED

The SUNY Program for Experiential and Entrepreneurial Development (SPEED) is a summer internship-based program that provides students an opportunity to gain professional experience at a START-UP NY or Innovate 518 company in the Albany, NY, area. Students in this program are required to enroll in U UNI 289 during the 12 week summer term. Additional workshops on leadership and entrepreneurship will be required for students participating in SPEED. Scholarship funding is available and many of the positions are paid. Program applications are due in January for the current year's summer program.

Email the CEE at [experientiallearning@albany.edu](mailto:experientiallearning@albany.edu) for more information about the Applied Learning Internship Courses and/or SPEED.

## Community and Public Service Program

The Community and Public Service Program (CPSP) provides students with opportunities to engage with public, non-profit, and campus organizations in exchange for elective credits. Settings include healthcare, education, criminal justice, social services, state government, and social action, to name a few. With more than 400 organizations to choose from, CPSP, administered by the School of Social Welfare, offers a wide range of opportunities for students from all majors to serve in the community.

Students may enroll in R SSW 290 Community and Public Service Program, which requires 100 hours of service for 3 credits, R SSW 291 Human Service in the Community which requires 60 hours of service for 2 credits, or R SSW 190 Community Engagement, which requires 35 hours of service for 1 credit. These courses are graded *S/U* and require the development of individual learning objectives. Students who have successfully completed R SSW 290 or R SSW 291 may enroll in R SSW 390 Community and Public Service Program II, which is graded *A-E*. This course requires 100 hours of service and advanced academic requirements for 3 credits.

The CPSP service learning experience positively influences the capacities of public and non-profit organizations in the Capital Region while students develop or strengthen their individual commitments to community service and civic engagement. In addition, CPSP courses help students integrate their service experience

with future academic and career goals. The CPSP staff is available to help students select an appropriate placement and to assist them in satisfactorily completing the course requirements. Each student is supervised on-site, and the field supervisors communicate student progress directly to the CPSP Office. For more information, visit [www.albany.edu/cpsp](http://www.albany.edu/cpsp), come by Social Sciences 112 or call 442-5683.

## CPSP Courses

### R SSW 190 Community Engagement (1)

This is a service based course that requires a minimum of 35 hours per semester (about 2.5 hours per week for full semester, about 5 hours per week for 8 Week 2) of volunteer work in public or nonprofit organizations that provide service to the community. In addition to volunteering, the course requires the development of learning goals, reflection on service experience and additional required documents. Open to freshmen, sophomores, juniors, and seniors. Prerequisite(s): permission of instructor. *S/U* graded.

### R SSW 290 Community and Public Service Program (3)

This is a service based course that requires a minimum of 100 hours per semester (about 7.5 hours per week full semester; about 12.5 hours per week for 8 Week 2) of volunteer work in public or nonprofit organizations that provide service to the community. In addition to volunteering, the course requires the development of learning goals, reflection on service experience and additional required documents. Prerequisite(s): at least second semester freshman and permission of instructor. *S/U* graded.

### R SSW 291 Human Service in the Community (2)

This is a service based course that requires a minimum of 60 hours per semester (about 4.5 hours per week full semester; about 7.5 hours per week for 8 Week 2) of volunteer work in public or nonprofit organizations that provide service to the community. In addition to volunteering, the course requires the development of learning goals, reflection on service experience and additional required documents. Prerequisite(s): at least second semester freshman and permission of instructor. *S/U* graded.

### R SSW 390 Community and Public Service Program II (3)

This is a service based course that builds on prior community service experience by asking students to think critically about their community service experience through the lens of relevant scholarly literature. Requires 100 hours of service at a not-for-profit or public organization. In addition to volunteer service, each student is required to read selected articles and reflect on their experience by responding to discussion questions and completing a reflective writing assignment centered on personal leadership assessment and development. Prerequisite(s): R SSW 290 or R SSW 291 and permission of instructor. *A-E* graded.

## Cross-Registration

University at Albany undergraduate students may cross-register for courses at participating institutions if they meet all eligibility requirements. Credits earned through cross-registration are recorded on the University at Albany transcript with a cross-registration course entry and the appropriate number of credits attempted and earned. Letter grades earned through cross-registration, at participating institutions, are translated to a grade of *S* or *U* (satisfactory or unsatisfactory) and posted to the University at Albany transcript. The grade of *S* is defined as equivalent to the grade of *C* or higher and is acceptable to fulfill graduation requirements where applicable. The grade of *U* (*C-* or lower) is unsatisfactory and is not acceptable to fulfill graduation requirements. In addition, cross-registered courses do not count towards university, major, or minor residency requirements. More information about these programs can be found at: [www.albany.edu/registrar](http://www.albany.edu/registrar).

## ROTC (Reserve Officers Training Corps)

### Army ROTC

*Professor of Military Science*  
Lieutenant Colonel Andrew Beal

*Military Science Instructors*  
Captain Roosevelt McCray  
Major Jennifer Ryal

Mohawk Army ROTC trains and develops future leaders of the United States Army.

Students may participate in the program during their freshman and sophomore years with no obligation. They will learn leadership fundamentals including communications, leadership processes, and Army organizational concepts.

Students enrolled in the advanced course (junior and senior years) earn a commission as a 2<sup>nd</sup> Lieutenant in the Army serving on active duty or in the Army Reserve or National Guard.

To request information visit [www.siena.edu/programs/military-science-rotc/](http://www.siena.edu/programs/military-science-rotc/) or contact:

Michael Dengler  
Scholarship & Enrollment Officer  
[rotcrecruiting@siena.edu](mailto:rotcrecruiting@siena.edu)  
518-783-2477

## Air Force ROTC

Students can also enroll in the Air Force ROTC program at Rensselaer Polytechnic Institute through the Hudson-Mohawk Association of Colleges and Universities' Cross-Registration Program. Students should contact the Department of Air & Space Studies at RPI for precise information regarding course content, sequencing, and summer expectations. The procedure for obtaining University approval for enrollment in Air Force ROTC courses is the same as for any other cross-registration enrollment. No more than a total of 12 ROTC credits may be counted toward a student's graduation.

The Department of Air and Space Studies at RPI offers an elective program to eligible male and female students who are U.S. citizens wishing to pursue a commission as future Air Force officers. The program has two phases, a General Military Course and a Professional Officer Course. The General Military Course is taken during the first two years. After the General Military Course, students compete for entry into the two-year Professional Officer Course.

Admission to the Professional Officer Course is based on demonstrated proficiency in the General Military Course, medical qualifications, academic standing, physical conditioning requirements, the successful completion of field training, aptitude for further officer training, and citizenship.

Air Force scholarships are awarded on a merit basis to high school seniors and full-time college students who meet specific program requirements. Multiple-year scholarships are available, ranging from full tuition to in-state tuition.

For more information visit [http://aas.union.rpi.edu/site\\_det550/](http://aas.union.rpi.edu/site_det550/) or contact [frotc@rpi.edu](mailto:frotc@rpi.edu).

## ROTC Courses

### R PAD 110 Introduction to Military Leadership I (1)

The course introduces students to fundamental components of service as an officer in the United States Army. These initial lessons are the building blocks of progressive lessons in values, fitness, leadership, and officership. Students will learn how the personal development of life skills such as cultural understanding, goal setting, time management, mental/physical resiliency, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership attributes and core leader competencies while gaining an

understanding of the ROTC program, its purpose in the Army, and its advantages for the student. Prerequisite(s): not open to juniors and seniors without instructor approval. *S/U graded*.

### R PAD 111 Introduction to Military Leadership II (1)

The course builds upon the fundamentals introduced in R PAD 110 by focusing on leadership theory and decision making. "Life skills" lessons in the semester include: problem solving, critical thinking, leadership theory, followership, group interaction, goal setting, and feedback mechanisms. Upon completion, students are prepared to advance to more complex leadership instruction concerning the dynamics of organizations. Prerequisite(s): R PAD 110 or permission of instructor. *S/U graded*.

### R PAD 210 Foundations of Military Leadership I (1)

The course contains the principal leadership instruction of the Basic Course. The use of practical exercises is emphasized, as students are increasingly required to apply communications and leadership concepts. The focus continues to build on developing knowledge of the leadership attributes and core leader competencies through the understanding of Army rank, structure, and duties as well as broadening knowledge of land navigation and infantry squad tactics. Case studies will provide a tangible context for learning and understanding the Soldier's Creed and Warrior Ethos. Upon completion of this semester, students are well grounded in the fundamental principles of leadership, and prepared to intensify the practical application of their studies during the Advanced Course. Prerequisite(s): R PAD 111 or permission of instructor. *S/U graded*.

### R PAD 211 Foundations of Military Leadership II (1)

The course focuses principally on officership, providing an extensive examination of the unique purpose, roles, and obligations of commissioned officers. It includes a detailed look at the origin of the Army's institutional values and their practical application in decision making and leadership. Students examine the challenges of leading teams in a complex, combat operational environment. The course highlights dimensions of terrain analysis, infantry patrols, and operation orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations. This course draws on the various components of values, communications, decision making, and leadership together to focus on a career as a commissioned officer. Upon completion of this course, students possess a fundamental understanding of both leadership and officership and demonstrate the ability to apply this understanding in real world situations. Prerequisite(s): R PAD 210 or permission of instructor. *S/U graded*.

### R PAD 380 Applied Military Leadership I (2)

In this course students will study, practice, and apply the fundamentals of Army leadership, Officership, Army Values and ethics, personal development, and small unit tactics at the team and squad level. At the conclusion of this course,



students will be capable of planning, coordinating, navigating, motivating and leading a team or squad in the execution of a tactical mission during a classroom PE, a Leadership Lab, or during a Situational Training Exercise (STX) in a field environment. Successful completion of this course will help prepare students for success at the ROTC Leader Development and Assessment Course (LDAC) during the summer following the junior year, at Fort Knox, KY. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, and practical exercises, a mid-term exam, and a final exam. Students will receive systematic and specific feedback on leader attributes values and core leader competencies from instructor and other ROTC cadre and MSL IV Cadets who will evaluate students using the ROTC Leader Development Program (LDP) model. The course closes with instruction in small unit battle drills to facilitate practical application and further leader development during labs and Situational Training Exercises (STX). Prerequisite(s): R PAD 211.

#### **R PAD 381 Applied Military Leadership II (2)**

The course continues to focus on doctrinal leadership and tactical operations at the small unit level. It includes opportunities to plan and conduct individual and collective skill training for military operations to gain leadership and tactical experience. The course synthesizes the various components of training, leadership and team building. Students are required to incorporate previous military science instruction for their practical application in a performance-oriented environment. Upon completion of the course, students possess the fundamental confidence and competence of leadership in a small unit setting and are prepared to attend the Leadership Development and Assessment Course. Prerequisite(s): R PAD 380.

#### **R PAD 480 Adaptive Military Leadership I (2)**

The course concentrates on leadership, management and ethics. The course focuses students, early in the year, on attaining knowledge and proficiency in several critical areas they will need to operate effectively as Army officers. These areas include: Coordinate Activities with Staffs, Counseling Theory and Practice within the "Army Context," Training Management, and Ethics. While proficiency attained in each of these areas will initially be at the apprentice level, students will continue to sharpen these skills as they perform their roles as Cadet Officers within the ROTC program and after commissioning. At the end of the course, students possess the fundamental skills, attributes, and abilities to operate as competent leaders. Prerequisite(s): R PAD 381.

#### **R PAD 481 Adaptive Military Leadership II (2)**

The course focuses on completing the transition from Cadet to lieutenant. As a follow-on to the Ethics instruction in R PAD 480, the course starts with a foundation in the legal aspects of decision making and leadership. The curriculum reinforces previous instruction on the organization of the Army and introduces how the Army organizes for operations from the tactical to the

strategic level. This is followed by instruction on administrative and logistical management that will focus on the fundamentals of Soldier and unit level support. Upon completion of the course, students will be prepared for the responsibility of being a commissioned officer in the United States Army. Prerequisite(s): R PAD 480.

## **Summer Sessions**

Registration for Summer Sessions usually begins in late March or early April and is coupled with fall registration. Registration for summer continues until the first day of classes for each session.

All UAlbany students, graduate and undergraduate, are eligible to register for summer classes as are college students from other institutions and those who are college-bound. Newly admitted freshmen or transfers due to begin at UAlbany in the fall term must update their admission status to include summer in order to register for summer classes. Only high school seniors, high school juniors about to enter their senior year, or graduated high school seniors are eligible to attend summer classes.

## **Albany Undergraduate and Graduate Students**

Current University at Albany students must follow the fall/summer advance registration reporting schedule. Students may register at or after their appointment time up to the first day of each session. After this time, late registration goes into effect. Students must contact their academic advisor to obtain a summer AVN in addition to a fall AVN in order to enroll.

## **Visiting Undergraduate Students**

Students who attend a college other than UAlbany will be admitted and registered by the Office of General Studies and Summer Sessions. Visiting students may apply and register online, or by mail, fax, or in-person using the printable Nondegree Registration Application.

Once received, the Office of General Studies and Summer Sessions will process the application and registration and respond by email with a registration confirmation. Information to access the University's Web-based student self-management system (MyUAlbany) will be given at this time.

All visiting students are responsible for appropriate approvals from their home institution ensuring course transferability to their degree program.

## **General Studies Students**

Those wishing to register for undergraduate courses but who are not currently attending college may apply for summer admission through the Office of General Studies. The student must possess at least a high school diploma or the equivalent in order to be eligible. General Studies' students may apply and register online, or by mail, fax, or in person using the downloadable Nondegree Registration Application.

Limited advisement is available to students through the Office of General Studies to help review course selections and answer academic inquiries.

Students who were once matriculated at UAlbany and have not yet completed a Bachelor's degree should refer to the section in this bulletin on Readmission Procedures.

## **Visiting High School Students**

High school juniors entering their senior year or high school seniors, each in good academic standing, may be eligible for admission to Summer Sessions. Visiting high school students must follow the guidelines for admission as outlined in the Nondegree Admission section of this Bulletin under High School Students.

## **Academic Regulations and Policies**

Complete academic regulations and standards appear in detail in this Bulletin or online at [www.albany.edu](http://www.albany.edu). Should you require information regarding grading standards and academic policy, please refer to the appropriate section of this Bulletin.

Course descriptions as detailed in this Bulletin or online should be reviewed to be sure that all prerequisites have been met prior to registering.

The recommended maximum course load in Summer Sessions is as follows:

four-week session: maximum course load is two courses

six-week session: maximum course load is three courses

twelve-week session: maximum course load is three courses

overlapping sessions: maximum course load at one point in time is three courses

*Under no circumstances may a student exceed nineteen credit hours during Summer Sessions.*

Students who no longer wish to attend a summer class must drop themselves from that class in MyUAlbany or in writing to the Office of Summer Sessions. Nonattendance does not constitute a drop. Students who fail to drop their class remain liable for the tuition charges. Only dropping within the 0% liability period will cancel a tuition obligation. Students should refer to each session's academic calendar or to the Tuition Liability Schedule for withdrawal dates without liability.

Students may not informally audit any summer course. However, students may formally audit a course with instructor consent. All rules and regulations for formal audits can be found in the Auditing Courses section of this Bulletin.

### **Policies Pertaining to Online Classes**

The University at Albany offers a variety of online classes during Summer Sessions. All academic regulations and policies apply equally to online courses.

UAlbany courses are offered in the online format via Blackboard Learning System. Instructions for accessing an online course will be sent by email to each registered student prior to the start of the class. Students are not admitted to online classes after the first day of the course.

All drop deadlines, including those involving tuition liability, apply to online courses. Students wishing to drop their online class must drop via MyUAlbany within the stated deadlines for the session. Nonattendance (not signing into the class) does not constitute a drop.

A blended (or hybrid) course, which is a combination of classroom and online learning, does not constitute an online course. Students should be aware of any class meetings prior to enrolling to ensure proper attendance.

### **Wintersession**

The University at Albany's Wintersession is a four-week term offered each year between the end of the fall semester and the beginning of the spring semester. Wintersession is comprised primarily of online courses.

### **Admission/Registration Information**

The Wintersession term is available to UAlbany graduate and undergraduate students, students visiting from other colleges, General Studies' students, and qualified high school seniors.

Registration for Wintersession begins in October with the spring term advance registration period and runs until the start of winter classes. Current UAlbany students wishing to register should obtain a separate winter term AVN from their academic advisor and enroll online at their designated appointment time. All other undergraduate students must apply through the Office of General Studies and Summer Sessions by visiting the winter website at [www.albany.edu/winter](http://www.albany.edu/winter) and filling out the online application, or by submitting the printable version via mail or fax.

Newly admitted freshmen or transfer students due to begin at UAlbany in the spring term are not eligible to register for Wintersession. All new UAlbany students must begin classes with the spring semester.

### **Academic Regulations and Policies**

Complete academic regulations and standards appear in detail in this Bulletin. Course descriptions should be reviewed in this Bulletin to be sure that all course prerequisites have been met. Visiting students from other colleges should meet with their academic advisor at their home school for proper transferability approvals.

The maximum course load during the four-week Wintersession is two courses.

Students may not formally or informally audit any Wintersession course.

### **Policies Pertaining to Online Classes**

The University at Albany offers a variety of online classes during Wintersession. All academic regulations and policies apply equally to online courses.

UAlbany courses are offered in the online format via Blackboard Learning System. Instructions for accessing an online course will be sent by email to each registered student prior to the start of the class. Students are not admitted to online classes after the first day of the course.

All drop deadlines, including those involving tuition liability, apply to online courses. Students wishing to drop their online class must drop via MyUAlbany within the stated deadlines for the term. Nonattendance (not signing into the class) does not constitute a drop.

A blended (or hybrid) course, which is a combination of classroom and online learning, does not constitute an online course. Students should be aware of any class meetings prior to enrolling so that proper attendance can be achieved.

# Undergraduate Resources and Services

## Access and Academic Enrichment Programs

The Office of Access and Academic Enrichment (AAE) offers the following programs as support to new and continuing undergraduates as they make their transition into the University at Albany community. These comprehensive support services include tutoring programs, study groups, access to mentoring programs, and study skills workshops. AAE administers programs that include the federally funded Student Support Service (SSS) program known on campus as Project Excel, the Collegiate Science and Technology Entry Program (CSTEP), and Science and Technology Entry Program (STEP).

## Project Excel (Student Support Services/TRIO)

Providing academic support and assistance designed to increase the retention and graduation rates of low-income, first-generation college and/or disabled students is the primary mission of the Project Excel Program. Funded by a grant from the U.S. Department of Education, Project Excel is a TRIO Student Support Services (SSS) Program. Project Excel strives to achieve its goal of a graduation rate of 72% of its participants by offering the following services: supplementary academic advisement, personal counseling, career planning, financial aid planning and information; peer mentoring; study skills workshops; support in writing and mathematics; tutoring; professional and graduate school speakers; graduate school application counseling; and field trips related to professional goals.

## Collegiate Science and Technology Entry Program (CSTEP)

The mission of this program is to provide students from historically underrepresented groups (African American, Latino, and Native American descent) and low-income backgrounds with guidance and support to pursue professional degrees, licensed professions and doctorate degrees in science and technology. The Collegiate Science & Technology Entry Program (CSTEP) seeks to support undergraduate students with majors in science and/or technology fields including, but not limited to, mathematics, chemistry, biology, public

health, physics, economics, information science, pre-engineering or computer science, with a cumulative GPA of a 2.80 or higher. The program also seeks students who are interested in pursuing licensed professions like law, nursing, or pharmacy, degrees leading to a certification as a public accountant (CPA), and students interested in teaching mathematics or science.

CSTEP students are provided with many opportunities to aid in their success. Some of the benefits include:

- Career counseling
- Information about the applications process for licensed professional degrees and Ph.D. programs
- Discounts on some preparatory graduate exam courses that they may take in order to prepare for GRE, MCAT, GMAT, OAT, LSAT, or PCAT
- Tutoring for science courses
- Peer mentorship by upper classmen who have taken a majority of the pre-health curriculum
- Faculty research opportunities through the University at Albany Summer Research Program (UASRP)

Additionally, there are other activities available to assist CSTEP students with their goal of securing a degree from undergraduate career through professional and doctorate degrees.

## Science & Technology Entry Program (STEP)

This program serves middle and high school students in the capital region of Albany, New York. The Science & Technology Entry Program (STEP) brings the college experience to the urban and city communities in Albany. STEP is part of a statewide body that is funded by the New York State Education Department

STEP prepares historically underrepresented and/or economically disadvantaged elementary and secondary school students to acquire the aptitude and skills necessary to pursue post-secondary degree programs that lead to professional careers in the scientific, technical, health-related, or other licensed professions.

The program also challenges parents and educators to become involved in the process to support the development of a

“community of learners.” Students are expected to participate in and attend the annual statewide conference

The goals of the program are as follows:

- To stimulate, challenge, and encourage students to achieve in a technological setting
- To introduce students to a variety of careers in the fields of math, science, and technology
- To meet people in the industry and in education and to encourage students to pursue careers in math, science, and technology
- To provide a non-threatening environment for students

The benefits of STEP are as follows:

- Academic instruction
- Tutoring
- Counseling
- Technology-based projects
- Field trips
- Enrichment activities

## Academic Support Center

The Academic Support Center (ASC) serves as an undergraduate advisement resource center for all undergraduate students as well as for faculty and staff who work with students in an advising relationship. ASC provides individual academic advisement, coordinates pre-professional advisement, provides individualized support services, and connects students to University-wide resources.

Students who need assistance regarding their academic concerns are encouraged to contact the Academic Support Center, LI-36 (518-442-3960), or visit their web page at [www.albany.edu/advisement](http://www.albany.edu/advisement).

## Academic Advisement

Freshmen, students who have not declared a major, and students intending to pursue a restricted major are advised either by the advisors in ASC or by advisors in the Educational Opportunities Program (EOP). All students who are admitted to the University through the Educational Opportunities Program receive academic advisement from EOP counselors until they graduate.

Freshmen and sophomores are encouraged to work closely with their academic advisors. ASC advisors are in regular contact with the University's academic departments and programs to insure that advisors have pertinent and up-to-date information about school and college offerings. The advisor is therefore able to assist each student to plan and select a course of study that is consistent with the student's abilities, interests, achievements, and future plans. Information about courses, academic study at other institutions, interpretation of the University's academic policies, and referral to other University offices and individuals for assistance with the student's concerns are part of the services provided by academic advisors.

Students may "declare" their major at any time after earning 24 credits and completing any other requirements for admission to that major. It is easiest to complete all requirements if a major is chosen by the end of the sophomore year. Most financial aid programs require that a student declare a major by the junior year. Once a major is declared, students receive academic advisement from the major department.

Students are required to meet with their academic advisor prior to registering for courses each semester. In addition, students are encouraged to meet with their advisor on a regular basis. Together the student and advisor can evaluate the student's academic experiences and goals, and formulate appropriate educational plans.

To complement faculty advisement, ASC serves as an advisement resource for both faculty and students needing clarification or interpretation of University academic policies, procedures, and programs.

### **A-PLUS Tutoring and Mentorship**

A-PLUS connects students with the resources they need to be successful and to make the most of their educational experiences. These resources address academic assistance with general study skills or specific class tutoring, as well as other difficulties that might interfere with academic success. Resources are also available for advising concerns and academic enrichment that will enhance career development and direction. Individualized plans and follow-up are provided.

A-PLUS is currently located within the Science Library on the second floor.

Barbara Brown, Coordinator 518-437-3976, [aplus@albany.edu](mailto:aplus@albany.edu), [www.albany.edu/advisingplus/](http://www.albany.edu/advisingplus/).

### **Health Careers Advisement**

Approximately 80-100 students from the University apply annually for admission to medical, dental, optometry, podiatry, chiropractic, veterinary, and other allied health professional schools. There is little variation in the basic requirements for admission to the professional schools. The majority of these schools require the General Biology sequence and one full year of study in chemistry, organic chemistry, physics, mathematics, and English. Many health profession schools now strongly recommend or require that students complete some advanced science coursework, and humanities and/or social science courses as well. There is no special major for pre-professional health careers, and the requirements for admission can be met through a variety of majors available at the University.

The Pre-Health Advisors in the Academic Support Center are available to meet with all students considering health professions preparation. Guidance is provided in regard to curriculum, admission requirements, extracurricular opportunities, and the application process.

Resource materials, admission statistics, and procedural information are available for University students by contacting the Pre-Health Advisors in the Academic Support Center, LI-36, or by checking the pre-health website at [www.albany.edu/advisement/prehealth.shtml](http://www.albany.edu/advisement/prehealth.shtml). Students should sign up for the pre-health listserv found there to receive current information about campus speakers and seminars.

### **Pre-Law Advisement**

There is no single "best" program of study in preparation for law school, and students are encouraged to consider a variety of options. The Association of American Law Schools recommends a broad-based liberal arts curriculum and considers the prescription of particular courses unwise.

The Pre-Law Advisors in the Academic Support Center are available to meet with all students considering law school. Personalized assistance is offered in regard to curriculum planning, preparing personal statements and the application process.

Students interested in law school should watch for meetings of the Student Pre-Law Association and on-campus visits of law schools. Additionally, the Pre-Law Advisors maintain a listserv for all pre-law students to disseminate timely information about workshops, tests, guest speakers, and special opportunities. Special seminars are offered each semester to provide assistance on applications, test preparation, and planning for law school financing.

### **Athletics**

UAlbany's intercollegiate athletics program excels at the NCAA Division I level, producing competitive teams, successful coaches, and outstanding student-athletes recognized for their accomplishments both on the field and in the classroom. The University sponsors 18 varsity sports for men and women. Club sports, an intramural program, and recreational opportunities are also offered.

UAlbany is a member of the America East Conference in 16 of 18 varsity sports, while women's golf is an associate member of the Metro Atlantic Athletic Conference, and football, a Division I FCS program, is an associate member of the Colonial Athletic Association.

UAlbany has won 107 conference championships and has made 52 NCAA Tournament appearances since moving to Division I in 1999. Proving to be a perennial power, the Great Danes have won seven or more conference titles in each of the last eight years.

UAlbany notched seven conference titles in the 2017-2018 season, earning berths into four NCAA Tournaments, including men's lacrosse becoming the first SUNY men's program to reach a Division I Final Four. In addition, men's soccer got past Maryland for a place in the NCAA round of 32. Another pair of teams, women's basketball and volleyball, each earned postseason berths into the WNIT and the NIVC, respectively.

In 2016-2017, UAlbany earned nine America East titles and earned berths into six NCAA Tournaments, with men's soccer and men's lacrosse each hosting NCAA Tournament games as seeded teams and earning victories over Boston College and North Carolina, respectively. The women's basketball team earned its sixth consecutive America East Tournament title while the men's and women's track teams

earned four conference titles combined. The football team earned its best record as a CAA member at 7-4, including victories over FBS opponent Buffalo and NCAA Tournament participants New Hampshire and Saint Francis.

The Great Danes won eight conference championships in 2015-16 and made five NCAA Tournament appearances in field hockey, women's soccer, women's basketball, women's tennis, and men's lacrosse.

UAlbany has had 17 players selected in the Major League Lacrosse Draft, eight players have been drafted by Major League Baseball, while 14 football players have inked NFL contracts.

For more information, visit [www.UAlbanySports.com](http://www.UAlbanySports.com) or call Albany Athletics at (518) 442-DANE (3263). Follow the Great Danes on Twitter (@UAlbanySports), Facebook and Instagram (Albany Athletics). The Intramural Office can be contacted at 442-5640.

UAlbany's indoor and outdoor athletic facilities are among the most comprehensive in the Northeast. In 2012-2013, the University constructed a state-of-the-art 8,500 seat multi-sport complex for football and soccer now known as Bob Ford Field at Tom & Mary Casey Stadium; a brand new track and field venue; and a synthetic turf field designed for year-round recreational, intramural and club sport activities. An adjacent surface known as Alumni Turf Field is home to field hockey, in addition to serving as a multi-use recreational field for UAlbany students.

The Great Danes' indoor facilities are also top-notch. SEFCU Arena, the Physical Education Building, and an air-supported bubble are utilized for sporting and cultural activities. In addition, there are lighted tennis courts, racquetball/squash/handball courts, a swimming pool, a dance studio, and a fitness and weight training center. The department of Athletics is located in both the SEFCU Arena and the Physical Education Building, (518-442-DANE).

## Center for Achievement, Retention, and Student Success (CARSS)

The Center for Achievement, Retention, and Student Success (CARSS) is a support service created to provide free academic assistance to intended or declared science majors. Many very smart students are able to increase their grades by receiving highly tailored and structured

assistance in challenging biology, chemistry and physics courses from peers who have already taken and performed well in those courses. CARSS has tapped into the resource of experienced students on campus who want to help their peers and has provided them with additional formalized training on how to explain complex concepts in biology, chemistry and physics to students who are currently enrolled in those courses. This highly successful program has helped thousands of students enhance their performance in first and second year "gateway science" courses including Genetics, General Chemistry I and II, Organic Chemistry I and II, and Physics I and II (both algebra and calculus based). Tutoring in third year Physical and Biophysical Chemistry is also offered. CARSS participants across all demographics enjoy higher pass rates in their science courses and have higher graduation rates than non-CARSS participants.

Any student taking a gateway science course at UAlbany is welcome to take advantage of the CARSS program. CARSS staff will help students assess their needs and meet their academic goals. Center services assist students to remain in good academic standing while completing their degree and foster a supportive and nurturing environment where students can gain a strong sense of connection to the wider UAlbany community.

## CARSS Services

CARSS services include, but are not limited to:

- Scheduling weekly study group sessions and periodic exam review sessions that are provided by trained peer tutors
- Establishing a sense of community, belonging, and connection to the University
- Providing for students a safe environment to meet peers and establish relationships
- Offering a caring and dedicated staff

## How to Request Assistance

Tutoring is offered in the form of weekly study groups and exam review sessions. Registration on the CARSS website is required for enrolling in a study group session ([www.albany.edu/carss](http://www.albany.edu/carss)). Students choose a session that fits their schedule and for which they can arrive on time. Students can also request aid by visiting the CARSS Center (CS 09), or calling: (518) 437-4442.

## Courses tutored by CARSS Peer Tutors

NOTE: Not all courses are offered each semester.

### Biology

A BIO 212Y — Introductory Genetics

### Chemistry

A CHM 120 — General Chemistry I  
 A CHM 121 — General Chemistry II  
 A CHM 220 — Organic Chemistry I  
 A CHM 221 — Organic Chemistry II  
 A CHM 350 — Physical Chemistry I  
 A CHM 351 — Physical Chemistry II  
 A CHM 444 — Biophysical Chemistry I  
 A CHM 445 — Biophysical Chemistry II

### Physics

A PHY 105 — General Physics I  
 A PHY 108 — General Physics II  
 A PHY 140 — Physics I  
 A PHY 150 — Physics II

## Division of Student Affairs

The Division of Student Affairs creates an inclusive student experience that promotes academic success, social engagement, personal growth, and resilience. The Division strives to advance the University's commitment to excellence by preparing students to **live, learn, and lead** in an increasingly complex, diverse, and global society.

The departments within the Division of Student Affairs include: The Advocacy Center for Sexual Violence; Campus Center Management; Campus Recreation; Career and Professional Development; the Center for Behavioral Health Promotion and Applied Research; Community Standards; Counseling and Psychological Services; Disability Resource Center; Intercultural Student Engagement; Orientation and Transition Programs; Residential Life; Student CARE Services; Student Health Services; and Student Involvement.

## The Vice President for Student Affairs

The Vice President for Student Affairs has the responsibility for the leadership and administration of all the departments within the Division of Student Affairs and oversees all services, activities, and programs designed to promote a positive total educational experience for every student. The Office of the Vice President is located in University Hall and can be reached at (518) 956-8140.

## The Advocacy Center for Sexual Violence

The Advocacy Center for Sexual Violence provides a dedicated space for student survivors, friends, and family members to seek compassionate support and advocacy services related to all forms of sexual violence including sexual assault, intimate partner violence, stalking and sexual exploitation. The Center provides a one-stop, safe and supportive environment for student survivors to get assistance from a staff dedicated to serve as their advocate to manage all of the services they may choose to help them heal. Services may include academic and residential accommodations, referrals for healthcare needs and counseling, and assistance in pursuing charges either criminally and/or through the campus conduct process. The Center staff also oversees a comprehensive sexual violence prevention program and provides consultation, education and training to students, faculty and staff on sexual violence issues.

**Sexual Violence Prevention Ambassador Program (SVPA):** This program is comprised of student volunteers who educate their peers about sexual violence and promote sexual violence initiatives on campus. Volunteers have the opportunity to earn academic credit through the Community and Public Service Program (RSSW). SVPA is under the direction of the Advocacy Center for Sexual Violence. For more information, go to [www.albany.edu/advocacycenter](http://www.albany.edu/advocacycenter) or call (518) 442-CARE (2273).

## Campus Center Management

The newly renovated and enlarged Campus Center, the space on campus that has always been the hub of University activity, is now even more so. Student service offices, meeting facilities, resource centers, student government, and the University Bookstore make this a popular destination for the University community and the center of daily campus life. Seventeen diverse dining venues and several new technologically enriched meeting rooms expand the availability for social, cultural, and educational events and bolster the opportunity for student leadership and engagement. The Campus Center is truly that third space on campus, between the classroom and residence where it all comes together.

For more information, stop by Campus Center Room 137, call the Campus Center Connections desk @ (518) 442-5491, or visit the Campus Center website at <https://www.albany.edu/campuscenter/>.

## Campus Recreation

Campus Recreation provides diverse, stimulating, and engaging recreational opportunities that enrich the UAlbany experience. These programs include Fitness & Wellness, Intramural Sports, Group Exercise Classes, Club Sports, Outdoor Pursuits, and Open Recreation.

Campus Recreation also provides facilities including three fitness centers equipped with aerobic, free weights and circuit machines, racquetball courts, and a pool. Outdoor spaces include basketball and tennis courts, grass and turf fields, and a softball field.

The Recreational Services Office is located on the main level of the Physical Education Building, PE-110A, and can be reached at (518) 437-3739. Visit the Campus Recreation website at [www.albany.edu/rec](http://www.albany.edu/rec), follow it on Twitter @AlbanyRec, or email at [campusrecreation@albany.edu](mailto:campusrecreation@albany.edu) to learn more.

## Career and Professional Development

Career and Professional Development assists and supports students of all majors and class levels with exploring majors and career options, making decisions about graduate study, and identifying and preparing for internship and job opportunities.

Career and Professional Development supports students through one-on-one appointments as well as drop-in hours for quick questions and resume or cover letter feedback. Working closely with academic departments, The Alumni Association, student organizations, and other Student Affairs departments, Career and Professional Development provides workshops and events related to a variety of career topics.

Career and Professional Development also offers an on-campus recruiting program for internships and full-time employment, as well as annual Job and Internship Fairs. To learn more students should access their Handshake account. Handshake is UAlbany's career development platform. Students can access their account at <https://albany.joinhandshake.com>.

In addition, further resources to research major and career information, graduate school programs, resumes and cover letters can be accessed by visiting their website at [www.albany.edu/career](http://www.albany.edu/career).

For more information, contact the office at Science Library G-50, (518) 437-4900, or visit [www.albany.edu/career](http://www.albany.edu/career).

## The Center for Behavioral Health Promotion and Applied Research

The Center for Behavioral Health Promotion and Applied Research promotes the behavioral health of University at Albany students by advancing innovative, evidence-based practices that address alcohol and other drug use, mental health promotion, and positive psychology, thereby enhancing the academic and personal success of our diverse student body. The Center engages in translational research, as well as teaching and supervision of undergraduate, graduate, and postgraduate trainees.

What the Center Does:

1. Provides the highest quality of services that promote the behavioral health of students and supports the prevention and health promotion efforts of Counseling and Psychological Services (CAPS) and Student Health Services (SHS).
2. Offers training opportunities in behavioral health at the undergraduate, graduate, and postdoctoral levels.
3. Contributes to scholarship addressing best practices to support the behavioral health and well-being of college students, both within UAlbany and on a national scale.

The Center oversees the Middle Earth Peer Assistance Program, a nationally-recognized peer assistance program that trains students to help other students. Through a hotline service, Middle Earth peers lend a listening ear, assist with problem-solving, and provide information or referrals. Middle Earth also provides peer-to-peer wellness coaching services, workshops and interactive theatre presentations for the campus community. The Middle Earth hotline (518-442-5777) is open from 1:00 PM to midnight Monday through Thursday, and 24 hours a day from 1:00 PM on Friday until midnight on Sunday when classes are in session. Students providing peer services in Middle Earth earn academic course credit. For additional information about Middle Earth services or how to join Middle Earth, go to [www.albany.edu/middleearthcafe/index.shtml](http://www.albany.edu/middleearthcafe/index.shtml).

The Center for Behavioral Health Promotion and Applied Research is located in Suite 104 at 400 Patroon Creek Blvd. near the UAlbany uptown campus. Shuttle bus service is available during regular business hours from Collins Circle and the Social Sciences Bus Stop, Monday through Friday. Please call with questions or for further information (518) 442-5800 or visit [www.albany.edu/behavioralhealth](http://www.albany.edu/behavioralhealth).

## Community Standards

Community Standards promotes and supports a civil, respectful, and safe community through the establishment and administration of student community standards outlined in the University's student code of conduct, *Community Rights & Responsibilities*, which can be found at: [https://www.albany.edu/studentconduct/community\\_rights\\_and\\_responsibilities.php](https://www.albany.edu/studentconduct/community_rights_and_responsibilities.php).

*Community Rights & Responsibilities* outlines behavioral expectations and prohibited conduct (including all New York State and Federal laws) for University at Albany students. This code affirms the values, standards and expectations, consistent with the University's purpose as an educational institution. The University requires that each student accept responsibility for his or her own behavior and the consequences of their behavior.

Upon acceptance to the University at Albany, one is considered a student of the University and is required to abide by the University's *Community Rights & Responsibilities*. The code of conduct applies to students whether they are on or off-campus and as such, any arrests in the city of Albany will be referred to Community Standards for appropriate follow-up.

Community Standards also offers a wide variety of ways for students, faculty and staff to become involved in the student conduct process, including participation as a member of the office's Student Conduct Hearing Board. For more information about these opportunities, please visit the office's website at: [www.albany.edu/communitystandards/](http://www.albany.edu/communitystandards/).

## Neighborhood Life

As a sub-unit of Community Standards, Neighborhood Life provides programs and resources to students who live in and visit the neighborhoods surrounding the University. Programs include information about living off-campus, getting involved in the community, being a responsible

neighbor, and staying safe off-campus. For more information on the programs and services offered by Neighborhood Life, please visit: [www.albany.edu/neighborhoodlife](http://www.albany.edu/neighborhoodlife).

## Counseling and Psychological Services

Counseling and Psychological Services (CAPS) provides psychological assistance to help UAlbany students reach their educational and personal goals. CAPS staff is diverse and culturally inclusive, accessible, and available to meet the needs of all students. Staffed by psychologists, CAPS also provides supervised training for doctoral interns from throughout the United States and Canada. There is no charge for CAPS services.

Psychological Counseling and Consulting: CAPS provides both individual and group psychological counseling as well as evaluation for emotional, social, and academic concerns. A case manager is available to assist with referrals, as needed. Students may consult with CAPS staff by telephone, email or in person regarding issues that impact them or someone they care about. CAPS also offers a number of online self-help resources, including stress reduction and wellness apps and free anonymous online screenings for depression, anxiety, post-traumatic stress disorder, eating disorders, and alcohol and other drug use.

To support the success of UAlbany students, CAPS offers workshops, informational exhibits, and interactive social media campaigns about mental health and wellness, alcohol and other drug use, body image and eating awareness, sport psychology and performance enhancement, and suicide prevention with the support and collaboration of the Center for Behavioral Health Promotion and Applied Research. CAPS offers resources on reducing stress and supporting wellness and happiness in life, as well as offering workshops on how students can help other students as an empowered bystander.

Counseling and Psychological Services is located in Suite 104 at 400 Patroon Creek Blvd. near the UAlbany uptown campus. Shuttle bus service is available during regular business hours from Collins Circle and the Social Sciences Bus Stop, Monday through Friday. Please call with questions or to make an appointment (518) 442-5800. Email [consultation@albany.edu](mailto:consultation@albany.edu), or visit [www.albany.edu/caps/](http://www.albany.edu/caps/) for hours of operation, directions, and additional information.

## Disability Resource Center

The DRC provides a broad range of personalized services to students with visible and invisible disabilities, including veterans. Services include pre-admission information, mobility tours, referrals to on and off-campus resources, alternative testing, advocacy, and individual appointments. An interactive process based on documentation is used to determine reasonable academic accommodations. The office makes recommendations to professors regarding individualized reasonable accommodations. Students with disabilities may schedule appointments for assistance with developing study and test taking skills, or to receive coaching in time management and setting goals.

These services are available to students with visible and invisible disabilities, whether or not they have had IEPs or 504 plans in high school. The DRC also interacts with local, state, and federal agencies concerned with disability issues to support student learning, as well as providing outreach and education to the University community.

The office is in Campus Center 130. Please call (518) 442-5490, email [drc@albany.edu](mailto:drc@albany.edu) or visit the DRC website at [www.albany.edu/disability/](http://www.albany.edu/disability/).

## Intercultural Student Engagement

The Office of Intercultural Student Engagement is committed to developing and maintaining a culturally inclusive campus environment where all students can engage in meaningful relationships with other students, faculty and staff. These experiences enhance the academic excellence, personal growth and leadership development of all UAlbany students.

Additionally, the Office oversees the Gender and Sexuality Resource Center, the Interfaith Center and the Multicultural Resource Center, and collaborates with the Department of Residential Life to support the CHARGE Resource Center & the Women's Resource Center, intellectually engaging and inclusive spaces where meaningful intercultural experiences and dialogues are encouraged and supported. These centers also provide support, advocacy, academic and social support for students from historically underrepresented communities, including, but not limited to, students of African, Latino, Asian, and Native American (ALANA) descent,

various faith and interfaith communities, the Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) and Ally community, and first generation college students, assisting them to succeed socially and academically.

More information is available in Campus Center B91, or call (518) 442-5565 or visit [www.albany.edu/multicultural/](http://www.albany.edu/multicultural/).

## Orientation and Transition Programs

Orientation and Transition Programs supports the transition of new and continuing students at the University at Albany by encouraging the exploration of opportunities, supporting connections to University resources, promoting a sense of pride in the University, and partnering with parents and families. Students entering the University as newly matriculated freshman or transfer students are required to participate in an Orientation program. Orientation programs are designed to support new students and to introduce them to the academic, social and cultural aspects of the University. Freshman Orientation is a two day program in the summer which includes an overnight stay in a residence hall. Transfer students attend both a one day Transfer Advisement session as well as a separate one day Transfer Orientation program. All new students admitted in the spring semester will also attend an orientation program prior to the start of the semester.

Orientation and Transition Programs partners with family members during this exciting time in their student's life to assist them in understanding the experience their students are embarking upon. Family Orientation programs are offered concurrently with student programs and provide the opportunity to learn more about University resources available to incoming students.

Orientation and Transition Programs is located in the lower level of Eastman Tower on State Quad and can be reached at [orientation@albany.edu](mailto:orientation@albany.edu) or 518-442-5509. More information is also available at [www.albany.edu/orientation](http://www.albany.edu/orientation).

## Residential Life

Living on campus is an integral part of the overall college experience. The Department of Residential Life provides both traditional and apartment-style living for over 7,500 students. Traditional residence buildings that are both suite- and corridor-style are located on the main campus and the downtown campus. All students living in traditional residence halls are required

to be on a campus meal plan. There are also three apartment-style complexes, equipped with kitchens. All students are provided with cable hook-up and wireless internet connections. Laundry rooms are conveniently located in all buildings and are free of charge to resident students.

Freshmen students who live outside a 50 mile radius are required to live on campus for their first two years and are assigned to areas designed to enhance their overall experience and to build a solid foundation in their first and second year of college study. First year students can elect to participate in one of several Living-Learning Communities. These programs are designed so that students have the opportunity to live with other students who have similar interests and/or majors. There are also several L-LC options offered for transfer students. Living on campus is optional for transfer students.

Apartment housing is available to juniors, seniors, and graduate students. There is no family housing currently available. All residence halls and apartments are smoke free.

For additional information, including scholars housing and the availability of Living-Learning Communities, go to the Residential Life website at [www.albany.edu/housing](http://www.albany.edu/housing).

The Department of Residential Life is located in the basement of Eastman Tower on State Quadrangle and can be reached at (518) 442-5875 or by emailing [reslife@albany.edu](mailto:reslife@albany.edu).

## Student CARE Services

Student CARE Services helps students to identify and overcome barriers to success at the University by assessing needs, coordinating a comprehensive network of on and off-campus resources, and providing on-going follow-up and support. Supporting students is a team effort at UAlbany. The campus community is trained and empowered to reach out and let Student CARE Services staff know of students in need of assistance. The office will outreach to students or respond to a student's own request for assistance.

Student CARE Services works closely with the CARE (Campus Assessment, Response, & Evaluation) Team. The CARE Team is a multidisciplinary group of professionals who meet weekly to support individual and community safety, well-being and success.

Students don't have to go through hard times alone. Services are private and comply with the Family Educational Rights and Privacy Act (FERPA). Students who wish

to seek confidential therapeutic counseling services should contact, or will be referred to, Counseling and Psychological Services.

For additional information, go the Student CARE Services website at [www.albany.edu/ualbanycares/](http://www.albany.edu/ualbanycares/).

Student CARE Services is located in Campus Center 361 and can be reached at (518) 442-5501.

## Student Health Services

The Student Health Services (SHS) provides quality medical care for registered students. Services include: treatment for acute illnesses and injuries, gynecologic and sexual health care, psychiatric services, immunizations, travel health counseling, and pharmacy services. There is an onsite pharmacy where students may fill most prescriptions written by SHS clinicians as well as a Self-Help Center (where over-the-counter medications can be obtained at low cost and charged to the student's account). SHS is open Monday — Friday and sees students by appointment. When Student Health Services facility is closed, an after-hours nurse advice line is available. Appointments with a health care provider are free of charge and may be made online by visiting the Student Health Services website at [www.albany.edu/health\\_center/](http://www.albany.edu/health_center/) or by calling (518) 442-5229. The main office telephone number is (518) 442-5454. SHS is located at 400 Patroon Creek Blvd. Suite 200, across the street from the Uptown Campus. Shuttle bus service is available during regular business hours. Shuttle bus schedules are available on the Parking and Mass Transit website. Any additional information about SHS services and immunization requirements can be found at [www.albany.edu/health\\_center/](http://www.albany.edu/health_center/).

To further support the success of UAlbany students, SHS delivers health education and health promotion services with the collaboration and support of the Center for Behavioral Health Promotion and Applied Research. For additional information on health education and health promotion services, see [www.albany.edu/behavioralhealth](http://www.albany.edu/behavioralhealth).

## Student Involvement

The Office of Student Involvement supports the academic mission of the University by emphasizing student involvement in the campus community, which research has proven positively affects student retention, satisfaction, and academic success. Student Involvement encompasses *Student Activities*, *Fraternity & Sorority Life*, and the



**Center for Leadership and Service** and focuses on encouraging every student to be engaged in activities outside of the classroom, providing leadership training and opportunities, and providing and supporting shared experiences for the entire UAlbany community.

The Office motto is: Involvement Leads to Success.

The Office of Student Involvement is located in Campus Center West B91 and can be reached at (518) 442-5566. Visit the Student Involvement website [www.albany.edu/involvement](http://www.albany.edu/involvement) or visit <https://myinvolvement.org/> to view the calendar of events and browse involvement opportunities.

## Student Activities

Student Activities facilitates meaningful student involvement and engagement with the University in support of their academic and personal success. Student Activities is a campus leader for inclusive and innovative student programming that enhances the student experience. In its work, students will find community and increase their well-being through:

- Campus Events including the University Programming Board
- Student Organizations and Leadership
- Involvement in Graduate or Undergraduate Student government

The Office of Student Involvement is located in Campus Center West B91 and can be reached at (518) 442-5566. Visit the Student Activities website [www.albany.edu/involvement](http://www.albany.edu/involvement) or visit <https://myinvolvement.org/> to view the calendar of events and browse involvement.

## Center for Leadership and Service

The Center for Leadership and Service creates an inclusive and respectful environment that challenges students to become positive agents of social change, whereby students are empowered to lead and follow as example, engaged in the community and recognized as world class leaders.

*Learn to lead. Be a leader.  
Serve through leadership.*

The office for the Center for Leadership and Service is located in Campus Center West B83B and can be reached at (518) 442-5566. Visit the Center for Leadership and Service website [www.albany.edu/leadership](http://www.albany.edu/leadership).

## Fraternity and Sorority Life

The Office of Fraternity and Sorority Life supports, challenges and nurtures the 38 diverse fraternities and sororities and over 600 students that make up our fraternity and sorority community and the many volunteer faculty and chapter/graduate advisors. These organizations strive to uphold their founding values of scholarship, service, leadership and brotherhood/sisterhood on a daily basis. If students are looking for a group of values-minded individuals with high aspirations, then Fraternity and Sorority Life at UAlbany is their home! See the list of recognized organizations and note important information about unrecognized organizations. The Office of Fraternity and Sorority Life is located in Campus Center West HUB and can be reached at (518) 442-5566. Visit the Fraternity and Sorority Life website at <https://www.albany.edu/involvement/greek.shtml>.

## Information Technology Services (ITS)

Information Technology Services (ITS) provides access to a wide range of technology tools and services. Visit [www.albany.edu/its](http://www.albany.edu/its).

- **UAlbanyWiFi** provides wireless access in buildings and areas across campus. **ResNet WiFi** is available in all on-campus housing.
- **Microsoft Office 365** tools can be installed on up to ten personal devices. Additional software packages are available at discounted prices for members of the campus community. Visit the ITS Software Catalog for more information.
- **Computer Training** is available for using Office 365 tools and Adobe Photoshop, along with security tips and training for other ITS offerings. Details and dates are available on the ITS website or UAlbany Events Calendar.
- **Apps are available for the following services:**
  - *UAlbany Mail* is used for official notifications and safety information. It includes an integrated calendar, cloud storage, Office 365 tools, and a Phish Alert feature to report suspicious messages.
  - *OneDrive for Business* provides safe, secure, storage for documents in an accessible location.

- *Skype for Business* can be used to connect with others on any personal, public, or mobile device.
- *The UAlbany App* provides access to academic and administrative services, campus maps, transit information, and details about campus activities, athletics and events.
- **Blackboard** is the University's online learning management system and can be accessed from any mobile device. It can be used for assignments, discussion boards, class materials and posting grades, and much more.
- **Be Secure.** The University will never ask for passwords. Account and personal information should always be protected. Exercise caution handling unexpected email attachments and embedded links. If any information claiming to come from the University doesn't point to [albany.edu/](http://albany.edu/), it isn't true!

- **The Academic & Research Computing Center (ARCC)** serves as a nexus for academic and research technology innovation, concentrating on research computing, analytics, visualization and advanced applications with a focus on the overall pan-discipline integrated teaching and research environment.
- **The Educational Technology Center (ETC)** is a central hub providing access to a range of services, including educational technology consulting for classroom and online teaching, video recording services, test, scanning, classroom technology support, and assistance with learning management systems.
- **For help and support**, visit the ITS Help Desk in the University Library, call (518) 442-3700 or email [AskIT@albany.edu](mailto:AskIT@albany.edu).

For more information on Information Technology Services, visit [www.albany.edu/its](http://www.albany.edu/its).

## International Student and Scholar Services

### Intensive English Language Program

The Intensive English Language Program (IELP) is designed for students who wish to improve their English language skills for academic and professional reasons. Classes are communicative, integrating all language skills, and are taught at the beginning, intermediate, and advanced levels.

In addition to the core program, the Summer Academic Institute (SAI) is designed exclusively for International Students who have been accepted to the University at Albany for the Fall semester. Courses and activities in the SAI help familiarize students with American culture and the University system. The goal of SAI is to provide skills and strategies for reading and writing effectively at the university level and to help students develop their listening, speaking and note-taking skills and to gain confidence speaking in an academic English environment. This four week course helps students gain the confidence needed for academic success.

For further information, contact IELP by phone at (518) 437-5040 or by e-mail at [ielp@albany.edu](mailto:ielp@albany.edu). Web: <http://albany.edu/ielp>.

### International Student and Scholar Services (ISSS)

The Office of International Student and Scholar Services (ISSS) provides a broad range of advising and referral services to approximately 1,750 international students from nearly 100 countries. One of the first contacts that undergraduate students have with UAlbany is receiving pre-arrival materials from ISSS and participating in its thorough orientation program.

ISSS, in Science Library G-40, is the primary contact office for assistance regarding such issues as:

- Non-immigrant status and visa issues
- Federal and state regulations pertaining to international students and scholars
- Pre-arrival information and orientation (online and on campus)
- Workshops on special topics
- Health insurance and health care
- Social activities, cultural events and trips
- Personal finances
- Income tax service
- Resources and referrals to other agencies supporting international students

For further information, contact ISSS by phone at (518) 591-8172 or by e-mail at: [iss@albany.edu](mailto:iss@albany.edu). Web: <http://www.albany.edu/iss/>.

### Registrar

The Registrar's Office at the University at Albany supports the instructional mission of the University and serves the needs of students, faculty, staff, alumni and other constituencies with whom it interacts. To this end, it promotes utilization of available technology to deliver services and information in an efficient and secure manner. The services of the Registrar's Office are provided in a caring, fair, respectful manner, adhering to the principles of professional practices and ethical standards enunciated by its professional organization, the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

The Registrar's Office safeguards the integrity of the institution's academic records and degrees. It is the unit responsible for registration related activities, the University's academic calendar, issuance of official transcripts, awarding of undergraduate degrees and issuance of all diplomas and certificates, the schedule of classes, managing academic space, grading, maintenance of degree audits, certification of enrollment and degrees, maintenance of student academic records, and the administration of the Family Educational Rights and Privacy Act (FERPA). The Registrar's Office assures that academic policy, related to student records, is carried out and communicated to all constituents. Records are maintained and released in accordance with federal, state and local laws, regulations and policies.

The Registrar's Office is located in the Campus Center, Room B-52. (518-442-5540).

### Student Financial Center

The Student Financial Center offers "one-stop" assistance to students in matters related to their financial aid and student account, including billing and payment activity. This consolidated service is designed to increase the ease with which students are able to conduct routine business transactions and to offer initial assistance, referral, and follow-up for more complex matters.

The website, [www.albany.edu/sfc](http://www.albany.edu/sfc), offers virtual one-stop services. The Student Financial Center is located in the Campus Center, G-26 and can be contacted by phone at (518) 442-3202 or [sfc@albany.edu](mailto:sfc@albany.edu).

The Student Financial Center (SFC) also proudly serves as the Veteran One-Stop Service Center here at the University at Albany. One of the primary functions is to certify veteran educational benefits (e.g. GI Bill). However, the SFC staff is dedicated to assisting veterans join the University community and connect to available resources, services and other veterans while helping to achieve educational goals.

Any veteran or military member should feel free to self-identify when visiting or contacting the SFC for well-deserved front-of-the-line service, or contact the SFC directly at [uaveteran@albany.edu](mailto:uaveteran@albany.edu).

### Transfer Student Services

**Darlene Poirier —  
Transfer Services Coordinator**

The Office of Transfer Student Services offers help to all transfer students to navigate and succeed in the University at Albany community. Key to success at any university is becoming an active member of the campus community. The Transfer Services Coordinator points students to a variety of campus resources to help them make the most of their time on campus and has developed Living-Learning Communities for transfer students. For the 2018-19 academic year there are five L-LCs being offered just for new transfers. There are also five sections of the general education requirement, Challenges of the 21st Century, just for new transfer students. The Coordinator serves in an advisory capacity to *Tau Sigma*, the national honor society specifically for transfer students, the Non-Traditional Student Group, and the UA Transfer Network, a mentoring program for transfer students on campus. Additionally, the Coordinator oversees Transfer Transition Leaders (TTLs) who provide programming opportunities and peer mentorship to new transfer students and commuters. The Coordinator maintains a web resource for transfer students at [www.albany.edu/transfer\\_students](http://www.albany.edu/transfer_students).

## Vice Provost for Undergraduate Education

The mission of the Office of the Vice Provost and Dean for Undergraduate Education is to provide pathways and guidance to develop students into informed and engaged scholars capable of achieving excellence in their academic, professional, and personal lives.

The Vice Provost works closely with the deans and faculty of the individual schools and colleges and with the Undergraduate Academic Council in developing, coordinating, and implementing undergraduate academic policy and curricula as well as actively promoting undergraduate opportunities in applied learning, such as research and internships. The Vice Provost oversees the Office of Undergraduate Education, the Honors College, the Center for Undergraduate Research and Creative Engagement (CURCE), the General Education Program, the Writing and Critical Inquiry Program, the Office of Transfer Student Services, the Student Engagement Initiative, the Center for Achievement, Retention, and Student Success (CARSS), and the Academic Support Center.

The Office of the Vice Provost and Dean for Undergraduate Education also provides coordination of and advisement for: independent study; student-initiated interdisciplinary majors and minors; interdisciplinary courses; and the NYS Senate and Assembly Internship as well as other University-wide internships. The Office coordinates with the Office of Access and Academic Enrichment, the Office of Undergraduate Admissions, the Registrar's Office, and other University offices to implement changes in academic policies and curricula, and to this end it publishes the Undergraduate Bulletin each year.

The Office provides assistance and counseling to undergraduate students who are contemplating leaving the University, who are seeking to take a Leave for Approved Study at another college or university, or who wish to re-enter the University after having been away for a semester or more. It also coordinates the Degree in Absentia process.

This website for the Office of Undergraduate Education contains details about its affiliated programs and services as well as applications and forms for relevant programs and petitions for exceptions to academic policies.

The Vice Provost is eager to facilitate help for all students who wish to explore academic issues and concerns. Students may contact the Office of the Vice Provost and Dean for Undergraduate Education by visiting Lecture Center 30, by calling (518) 442-3950, or by email to [UGEducation@albany.edu](mailto:UGEducation@albany.edu).

# University in the High School Program

The University in the High School Program (UHS), under the direction and sponsorship of the College of Arts and Sciences, is a partnership program between the University at Albany and participating secondary schools throughout New York State. The Program allows qualified students to earn college credit while still in high school. By entering college with previously earned credits, they can hasten their graduation from college or explore a wider range of academic areas during a regular college sequence.

The following coursework is currently available to program participants (see individual departments, schools, or programs for course descriptions). The “S/U” option is not available in UHS courses. Current course offerings are listed below. Course descriptions are listed in relevant department sections of this Undergraduate Bulletin. **Other courses may be considered upon request.**

## College of Arts and Sciences:

### College-Wide

- A CAS 100 Contemporary Issues in Life Sciences
- A CAS 141 Concepts of Race and Culture in the Modern World
- A CAS 198 Special Topics in the Humanities
- A CAS 203 Social Sciences and Humanities Research Seminar

### Science Research

- A CAS 109 Intermediate Science Research
- A CAS 110 Intermediate Methods of Research
- A CAS 209 Advanced Science Research
- A CAS 210 Advanced Methods of Research

## Department of Africana Studies

- A AFS 142 African/African American Literature
- A AFS 150 Life in the Third World
- A AFS 219 Introduction to African/African-American History
- A AFS 240 Classism, Racism, and Sexism: Issues

## Department of Anthropology

- A ANT 100 Culture, Society, and Biology
- A ANT 104 Archaeology

- A ANT 108 Cultural Anthropology
- A ANT 110 Introduction to Human Evolution
- A ANT 119 The City and Human Health

## Department of Art and Art History

### Art

- A ART 105 Beginning Drawing
- A ART 110 Two-Dimensional Design
- A ART 115 Three-Dimensional Design
- A ART 144 Fundamentals of Photography and Related Media
- A ART 230 Beginning Painting
- A ART 244 Introduction to Contemporary Darkroom Practices

### Art History

- A ARH 170 Survey of Art in the Western World I
- A ARH 171 Survey of Art in the Western World II

### Greek and Roman Civilization

- A CLC 110 Classical Roots: Great Ideas of Greece and Rome

## Department of Atmospheric and Environmental Sciences

- A ATM 100 The Atmosphere
- A ENV 105 Introduction to Environmental Science

## Department of Biological Sciences

- A BIO 102 General Biological Sciences
- A BIO 117 Nutrition

## Department of Chemistry

- A CHM 120 General Chemistry I Laboratory I
- A CHM 121 General Chemistry II Laboratory II
- A CHM 125 General Chemistry Laboratory II
- A CHM 250 Introduction to Forensic Chemistry

## Department of Communication

- A COM 203Y Speech Composition and Presentation
- A COM 212 Argumentation and Debate
- A COM 238 Introduction to Mass Communication

## Department of East Asian Studies

### Chinese

- A EAC 201 Intermediate Chinese I

### Japanese

- A EAJ 102 Elementary Japanese II
- A EAJ 201 Intermediate Japanese I

## Department of Economics

- A ECO 110 Principles of Economics I: Microeconomics
- A ECO 111 Principles of Economics II: Macroeconomics
- A ECO 202 The American Economy: Its Structure and Institutions

## Department of English

- A ENG 100Z Introduction to Analytical Writing
- A ENG 102Z Introduction to Creative Writing
- A ENG 106 Topics in English Studies
- A ENG 110Z Writing and Critical Inquiry in the Humanities
- A ENG 121 Reading Literature
- A ENG 144 Reading Shakespeare
- A ENG 222 World Literature
- A ENG 226 Focus on a Literary Theme, Form, or Mode
- A ENG 243 Literature and Film
- A ENG 261 American Literary Traditions
- A ENG 295 Classics of Western Literature

## Department of Geography and Planning

- A GOG 201 Environmental Analysis

## Department of History

- A HIS 100 American Political and Social History I
- A HIS 101 American Political and Social History II
- A HIS 130 History of European Civilization I
- A HIS 131 History of European Civilization II
- A HIS 158 The World in the 20<sup>th</sup> Century
- A HIS 220Y Public Policy in Modern America
- A HIS 250 The Holocaust in History
- A HIS 259 History of Women and Social Change

**Program in Judaic Studies  
(Department of History)**

A JST 250 The Holocaust in History

**Program in Journalism  
(Department of  
Communication)**

A JRL 100 Foundations of Journalism  
A JRL 200Z Introduction to Reporting  
and News Writing

**Department of Languages,  
Literatures and Cultures**

**French**

A FRE 221Y Intermediate French I  
A FRE 222Y Intermediate French II

**German**

A GER 201 Intermediate German I  
A GER 202 Intermediate German II

**Italian**

A ITA 103 Intermediate Italian I  
A ITA 104 Intermediate Italian II  
A ITA 206Y Intermediate Conversation  
and Oral Grammar

**Latin**

A CLL 102 Elementary Latin II  
A CLL 201 Introduction to Latin  
Literature I

**Russian**

A RUS 201 Intermediate Russian I  
A RUS 202 Intermediate Russian II

**Spanish**

A SPN 105 Basic Spanish for Heritage  
Speakers  
A SPN 200 Intermediate Spanish I  
A SPN 201 Intermediate Spanish II  
A SPN 205 Intermediate Spanish for  
Heritage Speakers

**Department of  
Latin American, Caribbean,  
and U.S. Latino Studies**

A LCS 201 Latino USA  
A LCS 229 Special Topics in Latin  
American and Caribbean Studies  
A LCS 240 Classism, Racism, and  
Sexism: Issues

**Program in Linguistics  
and Cognitive Science  
(Department of Anthropology)**

A LIN 111 Elementary American  
Sign Language I

**Department of  
Mathematics and Statistics**

A MAT 100 Precalculus Mathematics  
A MAT 101 Algebra and Calculus I  
A MAT 104 Topics in Contemporary  
Mathematics  
A MAT 105 Finite Mathematics  
A MAT 108 Elementary Statistics  
A MAT 112 Calculus I  
A MAT 113 Calculus II  
A MAT 214 Calculus of Several Variables  
A MAT 220 Linear Algebra

**Department of  
Music and Theatre**

**Music**

A MUS 100 Introduction to Music  
A MUS 110 Rudiments of Music  
A MUS 245 Theory I

**Theatre**

A THR 107 Introduction to Dramatic Art  
A THR 138 Yoga

**Department of Physics**

A PHY 100 Contemporary Astronomy:  
The Cosmic Connection  
A PHY 103 Exploration of Space  
A PHY 105 General Physics I  
A PHY 106 General Physics Lab I  
A PHY 108 General Physics II  
A PHY 109 General Physics Lab II  
A PHY 140 Physics I: Mechanics  
A PHY 145 Physics Lab I  
A PHY 150 Physics II: Electromagnetism  
A PHY 155 Physics Lab II

**Department of Psychology**

A PSY 101 Introduction to Psychology

**Department of Sociology**

A SOC 115 Introduction to Sociology

**Department of Women's,  
Gender and Sexuality Studies**

A WSS 240 Classism, Racism, and  
Sexism: Issues  
A WSS 260 History of Women and  
Social Change

**College of Engineering  
and Applied Sciences:**

**Department of  
Computer Science**

I CSI 101 Elements of Computing  
I CSI 102 Microcomputer Software  
I CSI 110 Programmed Computing,  
Worlds, and Problems  
I CSI 201 Introduction to Computer  
Science

**Rockefeller College:**

**Department of Political Science**

R POS 100 Introduction to Political  
Science  
R POS 101 American Politics

**School of Business:**

**Accounting**

B ACC 211 Financial Accounting

**Finance/Financial Analysis**

B FIN 210 Personal Finance

**Digital Forensics**

B FOR 100 Introduction to Information  
Systems  
B FOR 201 Introduction to Digital  
Forensics

**Law**

B LAW 220 Business Law

**School of Criminal Justice:**

R CRJ 201 Introduction to the Criminal  
Justice Process  
R CRJ 202 Introduction to Law and  
Criminal Justice  
R CRJ 203 Criminology

**School of Education:**

E TAP 201 Exploring Teaching  
as a Profession

**School of Public Health:**

H SPH 201 Introduction to Public Health

# Faculty Awards

## State University of New York Chancellor's Awards

### 2017-2018

#### Excellence in Professional Service

Monica Hope, Educational Opportunities Program  
David Mason, University Accounting  
Aran Mull, University Police Department  
Denise Szelest, Human Resource Development

#### Excellence in Librarianship

Allison Hosier, University Libraries  
Wendy West, University Libraries

#### Excellence in Scholarship and Creative Activities

Louise Burkhart, Anthropology  
Zai Liang, Sociology  
Siwei Lyu, Computer Science

#### Excellence in Teaching

Richard Schneible, Accounting and Law  
Victor Asal, Political Science

#### Excellence in Classified Service

Cynthia Endres, Dean's Office,  
College of Arts and Sciences

### 2016-2017

#### Excellence in Professional Service

Michael Boots, University Development  
Meghan Cook, Center for Technology in Government  
Joyce DeWitt-Parker, Counseling and Psychological Services  
Elizabeth Gaffney, College of Arts and Sciences  
Janet Thayer, Office of General Counsel

#### Excellence in Librarianship

Mark Wolfe, University Libraries

#### Excellence in Scholarship and Creative Activities

Sheila Curran Bernard, History  
Alexander Shekhtman, Chemistry  
Ben Szaro, Biological Sciences

#### Excellence in Faculty Service

Anne Hildreth, Political Science  
Christine Wagner, Psychology

#### Excellence in Teaching

Kelly Wissman, Literacy Teaching and Learning

#### Excellence in Adjunct Teaching

Stephen Hogan, Criminal Justice

### 2015-2016

#### Excellence in Professional Service

Janet Riker, University Art Museum

#### Excellence in Librarianship

Brian Keough, University Libraries

#### Excellence in Scholarship and Creative Activities

Melinda Larsen, Biological Sciences  
Li Niu, Chemistry  
Donna Scanlon, Literacy Teaching and Learning

#### Excellence in Adjunct Teaching

Dennis McCarty, Criminal Justice  
Helen Stuetzel, Literacy Teaching and Learning

### 2014-2015

#### Excellence in Teaching

Deborah Lines Andersen, Information Studies/Informatics  
Julie Novkov, Political Science/  
Women's, Gender and Sexuality Studies  
Blanca Ramos, Social Welfare  
Laura Wilder, English

#### Excellence in Faculty Service

George Berg, Informatics  
Sanjay Goel, Information Technology Management  
Gilbert Valverde, Educational Administration and Policy Studies

#### Excellence in Professional Service

Lisa Ferretti, Center for Excellence in Aging and Community Wellness  
Carol Perrin, Residential Life  
Latonia Spencer, Student Financial Services  
Lindsay Van Berkom, University Libraries  
Andrea Wolfe, Center for International Development

#### Excellence in Librarianship

Elaine Lasda Bergman, University Libraries

#### Excellence in Scholarship and Creative Activities

Charles Hartman, East Asian Studies  
Igor Lednev, Chemistry  
Michael Sattinger, Economics

### 2013-2014

#### Excellence in Teaching

David Straight, Anthropology

#### Excellence in Adjunct Teaching

Rocco Ferraro, Geography and Planning  
Janice Pata, Biomedical Science

#### Excellence in Faculty Service

Anthony DeBlasi, East Asian Studies

#### Excellence in Professional Service

Paul Berger, University Police  
Kathy Gersowitz, Arts and Sciences  
Karen Chico Hurst, Registrar  
Mary Ellen Mallia, Environmental Sustainability  
Cynthia Riggi, Student Success

#### Excellence in Librarianship

Yu-Hui Chen, University Libraries

#### Excellence in Scholarship and Creative Activities

Shawn Bushway, Criminal Justice  
Cristian Lenart, Mathematics  
Marina Petrukhina, Chemistry

### 2012-2013

#### Excellence in Teaching

Rita Biswas, Finance  
Ryan King, Sociology  
Marcia Sutherland, Africana Studies

#### Excellence in Faculty Service

Susanna Fessler, East Asian Studies  
Richard Fogarty, History

#### Excellence in Professional Service

Diana Mancini, School of Criminal Justice

#### Excellence in Librarianship

Gregory Bobish, University Libraries

#### Excellence in Scholarship and Creative Activities

Graham Barker-Benfield, History  
Peter Johnston, Reading  
Giri Tayi, Information Technology Management

## University at Albany President's Award for Excellence

2017-2018

### Excellence in Research and Creative Activities

Shao Lin, Environmental Health Sciences

### Excellence in Academic Service

Cynthia Fox, Languages, Literatures  
and Cultures

### Excellence in Teaching

Veronique Martin, Languages, Literatures  
and Cultures

Sean Rafferty, Anthropology  
Stephen Weinberg, Public Administration  
and Policy

Tse-Chuan Yang, Sociology

### Excellence in Professional Service

Irene Andrea, History  
Jonathan Bartow, Graduate Education  
Claudio Gomez, Educational  
Opportunities Program  
Jane Krumm-Schwan, Center for  
Technology in Government  
Clarence McNeill, Student Affairs

### Excellence in Librarianship

Allison Hosier, University Libraries  
Wendy West, University Libraries

### Excellence in Support Service

Brenda Lewis, Africana Studies

2016-2017

### Excellence in Research and Creative Activities

Louise Burkhart, Anthropology  
Zai Liang, Sociology  
Siwei Lyu, Computer Science

### Excellence in Teaching

Victor Asal, Political Science  
Hirah Mir, Educational & Counseling  
Psychology  
Richard Schneible, Accounting and Law  
Trudy Walp, Literacy Teaching  
and Learning

### Excellence in Professional Service

Monica Hope, Educational  
Opportunities Program  
Indumathi Lnu, Facilities Management  
David Mason, University Accounting  
Aran Mull, University Police Department  
Denise Szelest, Human Resources  
Management

### Excellence in Librarianship

Mark Wolfe, University Libraries

### Excellence in Support Service

Cynthia Endres, Dean's Office,  
College of Arts and Sciences

2015-2016

### Excellence in Research and Creative Activities

Sheila Curran Bernard, History  
Alexander Shekhtman, Chemistry  
Ben Szaro, Biological Sciences

### Excellence in Academic Service

Anne Hildreth, Political Science  
Christine Wagner, Psychology

### Excellence in Teaching

Jennifer Crowley, Anthropology  
Dawit Demissie, Information Studies  
Stephen Hogan, Criminal Justice  
Thomas Palmer, Communication/  
Journalism  
Kendra Smith-Howard, History  
Kelly Wissman, Literacy Teaching  
and Learning

### Excellence in Professional Service

Barbara Altrock, Social Welfare  
Michael Boots, University Development  
Meghan Cook, Center for Technology  
in Government  
Joyce DeWitt-Parker, University  
Counseling Center  
Elizabeth Gaffney, Arts and Sciences  
Jennifer Goodall, Engineering and  
Applied Sciences  
Janet Riker, University Art Museum  
Janet Thayer, University Counsel's Office

### Excellence in Librarianship

Brian Keough, University Libraries

2014-2015

### Excellence in Research

Melinda Larsen, Biological Sciences  
Li Niu, Chemistry  
Donna Scanlon, Literacy Teaching  
and Learning

### Excellence in Academic Service

George Berg, Informatics  
Sanjay Goel, Information Technology  
Management  
Gilbert Valverde, Educational  
Administration and Policy Studies

### Excellence in Teaching by Academic Faculty

Deborah Lines Andersen, Information  
Studies/Informatics  
Julie Novkov, Political Science/  
Women's, Gender and Sexuality Studies  
Blanca Ramos, Social Welfare  
Elaine Salisbury, English/Journalism  
Laura Wilder, English

### Excellence in Teaching by Graduate Students

James Broussard, Psychology  
Stephanie Kazanas, Psychology

### Excellence in Professional Service

Donna Canestraro, Center for  
Technology in Government  
Lisa Ferretti, Center for Excellence  
in Aging and Community Wellness  
Carol Perrin, Residential Life  
Latonia Spencer, Student Financial  
Services  
Lindsay Van Berkom, University Libraries  
Andrea Wolfe, Center for International  
Development

### Excellence in Librarianship

Elaine Lasda Bergman, University  
Libraries

2013-2014

### Excellence in Research and Creative Activities

Charles Hartman, East Asian Studies  
Igor Lednev, Chemistry  
Michael Sattinger, Economics

### Excellence in Academic Service

Anthony DeBlasi, East Asian Studies  
Virginia Goatley, Reading

### Excellence in Teaching

Jeannine Chandler, History  
Michelle Moshier, Accounting and Law  
David Strait, Anthropology

### Excellence in Teaching by Graduate Students

Kristen Hourigan, Sociology  
David Jones, History

### Excellence in Professional Service

Paul Berger, University Police  
Kathleen Gersowitz, Arts and Sciences  
Karen Chico Hurst, Registrar  
Mary Ellen Mallia, Environmental  
Sustainability  
Cynthia Riggi, Student Success

**Excellence in Librarianship**

Yu-Hui Chen, University Libraries

**2012-2013****Excellence in Research**Shawn Bushway, Criminal Justice  
Cristian Lenart, Mathematics  
Marina Petrukhina, Chemistry**Excellence in Academic Service**Susanna Fessler, East Asian Studies  
Richard Fogarty, History**Excellence in Teaching**Rita Biswas, Finance  
Ryan King, Sociology  
Marcia Sutherland, Africana Studies**Excellence in Teaching  
by Adjuncts and Lecturers**Shu-Han Yeh, East Asian Languages  
and Cultures  
Katherine Van Acker, English**Excellence in Teaching  
by Graduate Students**Mohammad Qneibi, Chemistry  
Steve Sin, Political Science**Excellence in Professional Service**

Diana Mancini, Criminal Justice

**Excellence in Librarianship**

Gregory Bobish, University Libraries

**Collins Fellows**

The Collins Award recognizes faculty members who, over a sustained period of time, have exhibited extraordinary devotion to the University and the people in it. In carrying out their responsibilities a number of faculty have given of themselves to a singular degree to the life of the institution. The award bears the name of Evan Revere Collins, who was president of the institution from 1949-69 and led the campus's evolution from a college to a university.

**Collins Fellows Recipients:****2017**Jeanette Altarriba, Ph.D., Psychology  
Julie Novkov, Ph.D., Political Science**2016**

Richard F. Hamm, History

**2015**

Randall T. Craig, English

**2014**Stephen North, English  
Kevin J. Williams, Psychology**2013**John W. Delano, Atmospheric and  
Environmental Sciences  
Teresa M. Harrison, Communication**2010**James Acker, School of Criminal Justice  
Iris Berger, History, Women's Studies,  
Africana Studies**2009**Lindsey N. Childs, Mathematics  
and Statistics**2008**Hasssaram Bakhru, College of Nanoscale  
Science and Engineering**2007**Daniel C. Levy, Educational  
Administration and Policy  
Steven F. Messner, Sociology**2006**

Richard H. Hall, Sociology

**2005**Leonard A. Slade, Jr., Africana Studies  
Bruce L. Miroff, Political Science**2004**David P. McCaffrey, Public  
Administration  
Glenna D. Spitze, Sociology**2003**Paul A. Leonard, Business  
Edelgard Wulfert, Psychology**2002**Peter A. Bloniarz, College of Computing  
and Information  
Martha T. Rozett, English  
Lynn Videka, Social Welfare**2001**

John S. Pipkin, Geography and Planning

**2000**Allen B. Ballard, History  
Roberta M. Bernstein, Art**1999**Ronald A. Bosco, English  
Shirley J. Jones, School of Social Welfare**1998**Sue R. Faerman, Public Administration  
and Policy**1997**Vincent J. Aceto, School of Information  
Science and Policy  
Judith E. Barlow, Women's Studies/  
English  
Warren E. Roberts, History**1996**Carlos Santiago, Latin American and  
Caribbean Studies  
Susan Sherman, Schools of Social Welfare  
and Public Health**1995**Judith Baskin, Judaic Studies  
Daniel Wulff, Biological Sciences**1994**Martin Edelman, Political Science  
James T. Fleming, Reading**1993**Francine W. Frank, Linguistics and  
Cognitive Science  
Sung Bok Kim, Undergraduate Studies**1992**Christine E. Bose, Sociology/  
Women's Studies  
Helen Desfosses, Public Administration  
and Policy/Africana Studies  
Donald J. Reeb, Economics**1991**Stephen E. DeLong, Geological Sciences  
Joan E. Schulz, English**1990**M.I. Berger, Educational Administration  
and Policy  
Judith Fetterley, English**1989**Richard M. Clark, Educational Psychology  
and Statistics  
Harold Story, Physics**1988**Edna Acosta-Belen, Latin American and  
Caribbean Studies/Women's Studies  
Eugene McLaren, Chemistry



**1987**

Shirley S. Brown, Psychology  
R. Findlay Cockrell, Music

**1986**

Harold Cannon, Accounting  
Margaret A. Farrell, Teacher Education

**1985**

Kendall A. Birr, History  
Arthur N. Collins, English

**1984**

Frank G. Carrino, Hispanic and Italian  
Studies  
Helen G. Horowitz, Economics

# State University of New York

The nation's largest comprehensive public university system, The State University of New York (SUNY), was established in 1948. Since its founding, the SUNY system has evolved to meet the changing needs of New York's students, communities, and workforce. SUNY initially represented a consolidation of 29 unaffiliated institutions, including 11 teachers colleges. All of these colleges, with their unique histories and backgrounds, united for a common goal: To serve New York State.

Today, the system includes 64 schools, a mix of 29 state-operated campuses and five statutory colleges — including research universities, liberal arts colleges, specialized and technical colleges, health science centers, land-grant colleges — and 30 community colleges. These institutions offer programs as varied as ceramics engineering, philosophy, fashion design, optometry, maritime studies, law, medical education, and everything in between. The University also operates hospitals and numerous research institutes.

The State University of New York is committed to serving as the state's strongest economic and quality-of-life driver and providing quality education at an affordable price to New Yorkers and students from across the country and the world.

(From <http://www.suny.edu/about/history/>)

The mission of the state university system shall be to provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional and vocational postsecondary programs including such additional activities in pursuit of these objectives as are necessary or customary. These services and activities shall be offered through a geographically distributed comprehensive system of diverse campuses which shall have differentiated and designated missions designed to provide a comprehensive program of higher education, to meet the needs of both traditional and non-traditional students and to address local, regional and state needs and goals.

(Excerpt NYS Education Law, Section 351)

## Chancellor's Cabinet

Kristina M. Johnson *Chancellor*

Ricardo Azziz, Chief Officer, Academic Health & Hospital Affairs

Michael Braun, Student Assembly President

Elizabeth L. Bringsjord, Vice Chancellor for Academic Affairs and Vice Provost

Jeff Cheek, President of the Research Foundation for SUNY

Johanna Duncan-Poitier, Senior Vice Chancellor for Community Colleges and the Education Pipeline

Elizabeth Garvey, Vice Chancellor for Legal Affairs and General Counsel

Robert Haelen, Vice Chancellor for Capital Facilities & General Manager of the Construction Fund

Gwen Kay, University Faculty Senate President

Eileen G. McLoughlin, Senior Vice Chancellor for Finance and Chief Financial Officer

Carlos Medina, Vice Chancellor and Chief Diversity Officer

Robert Megna, Senior Vice Chancellor and Chief Operating Officer

Teresa Miller, Senior Vice Chancellor for Strategic Initiatives and Chief of Staff

Allison Newman, Senior Advisor for External Affairs and Government Relations

Joseph B. Porter, Senior Vice Chancellor for Executive Leadership and Employee Development

Nina Tamrowski, Faculty Council of Community Colleges President

Grace Wang, Senior Vice Chancellor for Research and Economic Development

## Board of Trustees Members

H. Carl McCall (Chairman)

Merryl H. Tisch, (Vice Chairman)

Joseph W. Belluck

Michael Braun

Courtney Eagles Burke

Eric Corngold

Robert J. Duffy

Angelo M. Fatta

Gwen Kay

Eunice A. Lewin

Marshall A. Lichtman

Stanley S. Litow

Richard Socarides

Carl Spielvogel

Edward M. Spiro

Cary F. Staller

Nina Tamrowski

## SUNY Campuses

### *University Centers*

University at Albany

Binghamton University

University at Buffalo

Stony Brook University

### *Specialized Colleges and Centers for Health Science*

College of Environmental Science and Forestry

College of Optometry

Cornell University:

Agricultural & Life Sciences

Human Ecology

Industrial & Labor Relations

Veterinary Medicine

Downstate Medical Center

NYS College of Ceramics at Alfred University

SUNY Polytechnic Institute

Upstate Medical University

### ***University Colleges***

Buffalo State College  
Empire State College  
State University College at Brockport  
State University College at Cortland  
State University College at Fredonia  
State University College at Geneseo  
State University College at New Paltz  
State University College at Old Westbury  
State University College at Oneonta  
State University College at Oswego  
State University College at Plattsburgh  
State University College at Potsdam  
State University College at Purchase

Monroe Community College  
Nassau Community College  
Niagara County Community College  
North Country Community College  
Onondaga Community College  
Orange County Community College  
Rockland Community College  
Schenectady County Community College  
Suffolk County Community College  
Sullivan County Community College  
Tompkins Cortland Community College  
Ulster County Community College  
Westchester Community College

### ***University Colleges of Technology***

Alfred State College  
College of Technology at Canton  
College of Agriculture & Technology  
at Cobleskill  
College of Technology at Delhi  
Farmingdale State College  
Maritime College  
Morrisville State College

### ***Community Colleges***

(Locally sponsored two-year colleges  
in partnership with the State University)

Adirondack Community College  
SUNY Broome Community College  
Cayuga Community College  
Clinton Community College  
Columbia-Greene Community College  
Corning Community College  
Dutchess Community College  
Erie Community College  
Fashion Institute of Technology  
Finger Lakes Community College  
Fulton-Montgomery Community College  
Genesee Community College  
Herkimer County Community College  
Hudson Valley Community College  
Jamestown Community College  
Jefferson Community College  
Mohawk Valley Community College

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