



COURSE DESCRIPTIONS

ACCOUNTING

ACCTG 201 – Accounting I: Financial

A study of the fundamentals of accounting, with an emphasis on the use of economic data in the decision-making process. Topics covered include: forms of business organizations, financing options, and financial statement analysis. The ability to analyze financial statements is the overall goal of this course. Topics include inventory, property (plant and equipment/natural resources/intangibles), liabilities, stockholder equity, investments, statement of cash flows. (3 credits) Fall, Spring

ACCTG 202 – Accounting II: Managerial

Prerequisite: ACCTG 201

Continuation of ACCTG 201(101), with an emphasis on the application of accounting principles to specific problem areas in managerial accounting as well as accounting for manufacturing operations, and cost-volume-profit analysis. (3 credits) Fall

ACCTG 204 – Cost Accounting

Prerequisite: ACCTG 202 or consent of instructor

Emphasizes basic concepts involving cost accumulation, costs for planning and control, and cost-based decision analysis. Covers job order, process and standard costs, as well as an introduction to cost-volume-profit analysis and relevant costs. (3 credits) Fall

ACCTG 304 – Intermediate Accounting I

Prerequisite: ACCTG 201

A deeper study of financial accounting principles, technical principles, and procedures of financial accounting. Topics include accounting principles and professional practice; information processing and the accounting cycle; revenue and expense recognition: income measurement and reporting; financial statements and additional disclosures; future and present values of cash flows; cash and short-term investments; receivables; inventories; cost and flow assumptions; inventories; special valuation methods; plant assets; depreciation; intangible assets. (3 credits) Fall

ACCTG 305 – Intermediate Accounting II

Prerequisite: ACCTG 304 or consent of instructor

Topics include long-term investments; long-term debt; contributed capital, retained earnings; dividends; current liabilities and contingencies, other elements of stockholder equity; treasury stock and EPS. (3 credits) Spring

ACCTG 307 – Accounting Information Systems

Prerequisites: ACCTG 202, CIS 101, CIS 102

Study and use of computerized general ledger, receivables, payables, payroll, and inventory systems. Topics include the examination of a variety of system design, implementation and control issues faced by contemporary business organizations. (3 credits) Fall

ACCTG 308 – Federal Income Tax I: Individual

Prerequisite: ACCTG 202

Introduction to and survey of the Federal tax laws and the Federal revenue system as they apply to individual taxpayers. Topics include calculation of gross income, exclusions, deductions, credits, and computations. (3 credits)

ACCTG 309 – Federal Income Tax II: Partnerships and Corporations

Prerequisite: ACCTG 308

Applies concepts and skills of the first semester to the special problems involved in business tax returns. Topics include capital gains taxation, partnership, corporate, and specially taxed corporations. Introduction to “hands-on” tax research in the library. Students complete complex tax returns. (3 credits) Spring

ACCTG 405 – Auditing*Prerequisite: ACCTG 305*

Examines auditing theory and real-world practice. Topics include generally accepted auditing standards, internal control, statistical sampling, as well as audit objectives, reporting and procedures. (3 credits) Spring

ACCTG 406 – Advanced Accounting*Prerequisite: ACCTG 305*

Coverage of accounting for partnerships; introduction of the concepts of non-profit accounting, including governmental, schools, and other forms; fiduciary situations; business segments; installment sales; consignments; troubled debt restructuring; and corporate dissolutions. (3 credits) Fall

ACCTG 430 – Special Topics in Accounting*Prerequisite: Consent of instructor*

Selected topics in areas chosen by students in consultation with their instructor. This experience is intended to provide an advanced level of course work or research in accounting. (3 credits) Special Offering

ACCTG 469 Accounting Coop*Prerequisites: Senior standing in accounting and consent of instructor*

Designed to grant academic credit to students who work on a part-time basis in selected positions, usually without financial remuneration. Students may select from a wide variety of positions offered at local businesses, accounting firms, consulting firms, non-profit organizations, and government agencies. By arrangement

AMERICAN STUDIES**AMST 100 – Introduction to the American Experience***Fulfills a course requirement in the American Studies Core Concentration*

This course will consider the American experience in its various forms, both past and present with an eye toward understanding the impact of the American diversity on individual members of the community as well as the community's impact on American life itself. It will consider the American experience, taking into account both the diversifying and unifying aspects of the culture. This course will also offer an introduction to the American Studies content, theory and methodology, with particular emphasis on the interdisciplinary nature of the field. (3 credits) Fall, Spring

AMST 310 – Varieties of Religious Experience*Fulfills a course requirement in the American Studies Core Concentration*

Examines religious diversity within the United States and the variety of ways in which particular religious orientations affect the behavior and personality of their adherents. Emphasizes spiritual accounts and autobiographies as case studies for analyzing the influence of religion on ethnic and personal identities as well as on political and social behavior. (3 credits) Special Offering

AMST 314 – Popular Culture*Fulfills a course requirement in the American Studies Core Concentration*

This course will explore the content and study of American Popular Culture. The focus will be primarily on contemporary culture, but some reading and discussion will consider the popular culture of the past and speculate on the popular culture of the future as well. We will consider production, consumption and reception of various popular culture forms in an attempt to understand the impact and significance of popular culture in the lives of individuals and society as a whole. In addition to traditional academic texts, we will be using the popular culture artifacts

that surround us constantly as texts for consideration over the course of the semester. (3 credits) Special Offering

AMST 315 – Television in American Culture*Fulfills a course requirement in the American Studies Core Concentration*

This course will explore the history of television and the impact of television on American history as well as its presence and significance in American life and culture. The development of television as a mass medium, its content and its reception by various audiences will be considered. There will also be some consideration of the television itself as a significant object in American life. (3 credits) Special Offering

AMST 318 – Movies and Moviegoing in American Culture*Fulfills a course requirement in the American Studies Core Concentration*

An examination of movies and the process of moviegoing in American life historically and in the present. This course will consider the way the United States has been and is currently being portrayed, to Americans as well as those outside the country, on film. A variety of genres will be considered as we endeavor to understand the way our culture is portrayed and the significance of this portrayal in American history and its impact on contemporary life and culture. (3 credits) Special Offering

AMST 327 – The American Mind*Fulfills a course requirement in the American Studies Core Concentration*

This course will explore the impact of influential ideas and schools of thought on American culture and society. Individual writings by American thinkers as well as best-sellers may be examined in order to assess the historic continuity of key ideas and beliefs for American life. Both ideas themselves and their social impacts will be considered. (3 credits) Special Offering

AMST 331 – Culture and Gender*Fulfills a course requirement in the American Studies Core Concentration*

A cross-cultural analysis of gender expectations as these are articulated in different human societies. Focuses on the various views of human nature that organize social practices and the resulting differences in adult male/female relationships and in the assignment of temperament, activities, functions, status, and power. (3 credits) Special Offering

AMST 333: House and Home in America*Fulfills a course requirement in the American Studies Core Concentration*

American culture expresses beliefs and customs through the communities and shelters it creates. The suburban house and the suburb itself have become the archetypal symbols of the American Dream. Students gain insight into the relationship between their own beliefs/values about the shelters and communities they inhabit, and of how the American "Dream House" arises through synthesis of ideas from other cultures across time. (3 credits) Alternate Years

AMST 334 – Urban America*Fulfills a course requirement in the American Studies Core Concentration*

Urban America seeks to explore the relationship between culture and environment. Unlike New England, this course directs our attention to a specific type of environment, rather than to a region of the country. Since at least the days of Thomas Jefferson, Americans have had a love-hate relationship with cities. Urban America explores this ambiguous attitude. It develops an understanding what a city is: how, as a made thing, it represents planning and thinking, and aesthetic values. Then it proceeds to look at ways individuals and groups have reacted to this unique type of environment. (3 credits) Special Offering

AMST 335 – New England

Fulfills a course requirement in the American Studies Core Concentration

History and culture of the New England region examining the varieties of New England life from colonial Plymouth to modern Boston, as well as the continuities of New England tradition in education, religion, seafaring, and milling. (3 credits) *Special Offering*

AMST 340 – Ethnic Cultures in America

Fulfills a course requirement in the American Studies Core Concentration

This course will examine the development and impact of the ethnic cultures in the United States. There will be an historical component of the course as we consider how the current array of ethnic cultures in the U.S. developed, but the majority of the course will be focused on contemporary ethnic cultures in America as well as the collective impact of “the ethnic” on Americans and American culture in general. (3 credits) *Special Offering*

AMST 345 – Education in American Culture

Fulfills a course requirement in the American Studies Core Concentration

This course will explore the development of education in the United States and the impact it has had on Americans and American culture. Topics considered will include the American public school system and responses to it, higher education, and other grass – roots educational institutions such as the Chautauqua movement. Course will consider both past and present incarnations of education in American, but the impact of schools and schooling on the individual and the society will be the focus. (3 credits) *Special Offering*

AMST 350 – Experience of Race

Fulfills a course requirement in the American Studies Core Concentration

Comparative study of the experiences, identities, and inner worlds of Native Americans and African Americans in the United States. Focuses on 19th and 20th century literary expressions of these two groups. (3 credits) *Special Offering*

AMST 355 – Class and Culture

Fulfills a course requirement in the American Studies Core Concentration

Using literature and the arts, as well as analytical studies, Class and Culture investigates the impact of social class on the lives of Americans across the United States. It complements other studies of American diversity, recognizing that one’s social class interacts with race and gender and these both modify one’s expectations and the way one perceives members of the other social classes. It also explores the way demographic distribution influences our knowledge of social classes other than our own. (3 credits) *Special Offering*

AMST 360 – Southwestern Cultures

Fulfills a course requirement in the American Studies Core Concentration

Introduction to the relationship between region and culture through a study of selected works of American, English, Hispanic, and Native American authors who have lived in the New Mexico area. (3 credits) *Spring*

AMST 430 – Topics in American Studies

Forum for experimenting with new ideas, topics, and themes; topics or themes developed and studied by interested majors in conjunction with faculty. (3 credits) *Special Offering*

ANTHROPOLOGY**ANTH 100 – Introduction to Cultural Anthropology**

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Fulfills a course requirement in the Graphic Design Core Concentration

Cultural Anthropology examines the diversity of beliefs, values, structures and practices in the vast range of human social life in the contemporary world. This course introduces the principal concepts, methods and ethics that anthropologists employ to study culture and cross-cultural diversity by engaging ethnographic case studies, films and practical research exercises. Specific topics may include economic adaptation, political organization, kinship, gender, ethnicity, language, art religion and issues in applied anthropology. (3 credits) *Fall, Spring*

ANTH 200 – Native North Americans

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisite: ANTH 100

A survey of native North American peoples. One group from each of the ten subculture areas is considered ethnographically. Topics may include Kwakiuti of the Northwest Coast, the Cheyenne of the Plains and the Iroquois of the Eastern Woodlands. The course introduces contemporary social problems related to the reservation system and urban migration. (3 credits) *Fall, Spring*

ANTH 205 - Religious Diversity in Global Perspectives

Fulfills a course requirement in the Anthropology + Sociology Core Concentration.

This course is a cross-cultural exploration of religious belief, myth, and ritual. The course emphasizes anthropological research and perspectives, but also draws on interdisciplinary sources. Specific topics include the origins and functions of religion in society, diverse interpretations of the supernatural, the symbolic meanings of myth and ritual, the roles of religious specialists, and religious experience. Assignments examine religious belief and practice within particular cultural contexts as well as in comparison to other cultures in the global context. (3 Credits) *Fall*

ANTH 212 – Studies in Anthropology

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisite: ANTH 100

Field methods: offered in conjunction with pre-approved study abroad programs. Emphasizes methodologies for collecting data. (3 credits) *Special Offering*

ANTH 220 – Self, Culture and Society

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisite: ANTH 100

Study of the role of culture in the formation of personality and the problems of individual adjustments to the demands of culture. (3 credits) *Fall*

ANTH 222 – Environmental Anthropology

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisite: ANTH 100

Explores the principles through which non-human environments shape human cultures and cultures in turn affect their environments. Students will become familiar with how a range of societies comes into relation with their environments both through their material transformations of ecosystems and the ideological and symbolic frameworks through which peoples envision human-nature interactions. Topics will include indigenous environmental knowledge, sustainable development, interspecies relations, environmental governance regimes, gender relations, and the global environmental movement. (3 credits) *Alternate Fall*

ANTH 230 – Political Anthropology

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisite: ANTH 100

An overview of questions of power and politics through an anthropological perspective, with special attention on inequality and violence in the non-Western world. Anthropologists have long been concerned with how different cultures organize themselves politically; in this course, we build from classical topics towards an investigation of how differences in power and political inequalities manifest themselves in the daily lives of people throughout the world. The course material blends a broad range of theoretical approaches to studying power with the close detail of ethnographic case studies. (3 credits) Spring

ANTH 240 – Ethnology

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisite: ANTH 100

Ethnology is a study of human cultures from a comparative perspective. This course surveys global diversity by examining cultural differences and similarities in a variety of societies across the world. Through systematic cross-cultural comparisons of specific dimensions of society (e.g. family structure, gender roles) students will gain an understanding of the role culture plays in shaping human thought, behavior and social organization. (3 credits) Special Offering

ANTH 244 - The Anthropology of Sport

Prerequisite: ANTH 100 or consent of instructor.

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

This course is an introduction to anthropology of sport. In the first third of the course students will learn about history of the anthropology of sport and see how each of five subfields of anthropology examines sport. During the rest of the course students will examine a variety of case studies through books and films, not only about North American sports and culture but also outside our borders, including Europe, South America and Asia. (3 credits) Fall.

ANTH 260 – The Anthropological Lens

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisite: ANTH 100

How do anthropologists investigate culture? What makes anthropology unique as a social science? The aim of this course is to provide an overview of perspectives and trends in cultural and social anthropology. Students will be introduced to some of the major theories that inspire and inform anthropological analysis and discover what makes anthropology distinctive among the social sciences. While the course is historical and chronological in organization, our central concern will be with how anthropologists have defined the field, the kinds of questions they have asked, and the methods used to attempt to answer those questions. (3 credits) Fall, Spring

ANTH 270 – Global Health

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Fulfills a course requirement in the Public Health minor

Prerequisite: ANTH 100

The public health subfield of Global Health examines illnesses that affect human populations across national boundaries. This course introduces the subfield and emphasizes social science perspectives on the social, cultural, and political-economic forces that influence global health problems. Specific topics include longstanding health problems such as malaria and tuberculosis as well as developing issues such as emerging infectious diseases and climate change. (3 Credits) Spring

ANTH 299 – Special Topics in Anthropology

Prerequisite: ANTH 100

Examines topics from the subfields of cultural anthropology. Initiated by student demand, interest of instructor, or timelines of offering. (3 credits) Special Offering

ANTH 300 – Reading Ethnographies

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisite: ANTH 100

Ethnography has always been the distinctive characteristic of cultural and social anthropology. The focus of this class will be on reading ethnographies to learn about different types of ethnography, as well as explore the writing process for ethnography. It is a seminar style course which will raise questions concerning research, writing, data collection, ethics, the role of researcher, effects on the researched community and contributions to the professional field. The class will include relevant analytical experiences based on reading, research, and writing (3 credits) Alternate Fall

ANTH 310 – Applied Anthropology

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisite: ANTH 100

This course focuses on the advocacy and intervention components of anthropology. Students will enhance their assessment skills through an in-depth analysis of problems and solutions for particular cultures. Readings will address issues such as identifying local needs, promoting culturally appropriate responses to change, and protecting the rights of marginalized people. (3 credits) Alternate Spring

ANTH 351 - Cultures of Latin America

Prerequisite: Fulfills a course requirement in the Anthropology + Sociology Core Concentration.

Prerequisite: ANTH 100

This course introduces students to anthropological work on and ethnographic practice in Latin America. It covers a wide range of topics and aims to provide a solid background to the array of analytical perspectives anthropologists have drawn upon in their scholarly engagement with the region. Course includes a broad historical overview of the cultural and historical diversity of the region, as well as contemporary case studies of cultural transformations within specific countries. (3 credits) Spring, Alternate Years

ANTH 356 – World Cultures

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisite: ANTH 100

Survey of world cultures designed to develop understanding of the ways in which diverse people around the world view their own worlds. Focus will depend on faculty expertise and student interest. (3 credits) Alternate Spring

ANTH 370 – Medical Anthropology

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisite: ANTH 100; recommended SOC 300.

This course examines the ways that culture shapes the meaning of health and illness in everyday life by engaging the study of Medical Anthropology. This vast subfield of cultural anthropology encompasses the investigations of the cultural construction of health and illness, mind-body interaction, the social relations of healing, and the political-economy of health care, among other more specific topics. The course material merges theoretical and applied approaches to explore research of both Western biomedical and non-western medical traditions as they shape diagnosis, treatment and the experience of suffering. Assignments incorporate instruction in the qualitative methods used in this subfield of cultural anthropology. (3 credits) Alternate Years

ANTH 380 – Culture Change and Development

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisites: ANTH 100

Focuses on change that is inherent in all cultures. This course will examine how anthropologists have explained the ways cultures change, by theorizing, for example, processes of evolution, dif-

fusion, and domination, and addressing the long-term positive and negative implications. (3 credits) *Alternate Fall*

ANTH 430 – Special Topics

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisites: ANTH 100

Study of special topics in anthropology. Topics determined by student needs and the availability of appropriate instruction. (3 credits) *Special Offering*

ANTH 454 – Qualitative Methods

Prerequisites: ANTH 260 (C- or higher) and SOC 260; (C- or higher); Open to Anthropology + Sociology majors; senior standing or consent of instructor

An overview of anthropological and sociological research methods. Provides an introduction to research design beginning with the concepts and principles of social research. Includes instruction in the development of research questions, sampling, measurement validity and reliability, hypothesis testing, and data collection and analysis with an emphasis on ethnographic techniques. Students will engage in fieldwork as part of the requirements for this class. (3 credits) *Fall*

ANTH 460/SOC 460 – Senior Seminar

Cross-Listed as SOC 460

Prerequisite: ANTH 454 (C- or higher)

This course is designed to foster a deeper understanding of anthropology and sociology. Students will be required to produce research suitable for presentation at a student-research conference and/or publication in either anthropology or sociology student-level research journals. Topics will be determined by the expertise of the instructor and student interest. (3 credits) *Spring*

AQUACULTURE AND AQUARIUM SCIENCE

AQS 260 – Principles of Aquatic Animal Husbandry and Lab

A survey of the captive fish and invertebrates encountered in the trade of marine ornamentals and the conservation issues surrounding their use. Care and Maintenance focusing on the compatibility, propagation potential, captive breeding, culture challenges and advancements in technology will be examined. Course will cover important aspects of species acquisition, collection and transfer, as well as special husbandry needs of selected organisms. The laboratory will focus aquatic animal health issues as they relate to holding animals in captivity. (4 credits) *Fall*

AQS 262 – Aquarium System Design and Life Support and Lab

There is a strong and broad-based need from many education, research and commercial organizations for information on the planning, design, construction and operation of seawater systems. Unfortunately, an understanding of biology or engineering alone is not likely to result in a practical, working system design. Biologists generally do not understand the mechanical and hydraulic aspects of design, while engineers do not typically appreciate the biological considerations. This course is intended to provide the technical knowledge and practical experience that will enable students to design successful systems on a variety of scales. Lecture portion will focus on design issues, while laboratory will concentrate on water quality and toxicity as part of the need to provide life support to seawater systems. (4 credits) *Spring*

AQS 306 – Principles of Museum Exhibit Development

This course will introduce students to the basic aspects of successful exhibit design and methods for conveying educational information to the general public in an aquarium or museum setting. The course will include an introduction to commonly used materials and techniques; the incorporation of good graphic design; and the distillation of educational concepts into interesting and informative materials. This course will be led by the design team at the New England Aquarium, and will involve the creation of exhibits for actual use in a public setting. It is anticipated that

the communication and design skills acquired in this course will be applicable to a wide variety of not-for-profit environmental and educational organizations. (3 credits) *Spring*

AQS 314 – Field Collection Methods (Bahamas)

This three credit course is organized as a ten day off-campus program offered through the New England Aquarium. Each Spring, the Aquarium organizes a field identification and collecting trip to Cay Sal bank in the Bahamas. For this course, the trip will be timed to coincide with the RWU Spring Break, and one of the RWU Faculty will accompany the students. Up to 15 students can sign up to work alongside Aquarium professionals as they collect and identify reef fish and invertebrates. The trip includes accommodations and up to 5 dives/day aboard the R/V Coral Reef II, meals and beverages, and a dive in the Aquarium's Giant Ocean Tank. Students will increase their fish identification skills, learn about conservation efforts in the Bahamas, and participate in on-going reef conservation studies. (3 credits) *Spring*

AQS 346 – Principles of Hatchery Management and Lab

The aquaculture industry relies on hatcheries – production facilities that nurture young aquatic organisms to the point where their survival is assured. Hatcheries include facilities dedicated to the production of almost any fresh or saltwater aquatic species including: shellfish, tropical marine fish, trout, abalone, and seaweed. This course is intended to support an education in aquaculture and give students practical experience in the operation of all aspects of hatchery. The content of this course will depend on the instructor, but will focus on either shellfish or marine ornamental production as these are the two main production facilities that currently operate at the university. This course will be very hands-on and include important aspects of animal husbandry and production. (4 credits) *Spring*

AQS 352 – Public Aquarium Management

This course will instruct students in all aspects of the management of a large public aquarium facility. This includes how to maintain a healthy life support system for display organisms as well as an overview of the management of staff, interns and volunteers, financial considerations, corporate structure, regulatory requirements, permitting, marketing and all aspects of operating a large not-for-profit organization. This will be accomplished through examination of the operations and management structure of the New England Aquarium and will rely on tours of the facility and a series of seminars offered by the key departmental heads at the facility. It is anticipated that the skills acquired in this course can be applicable to a wide variety of not-for-profit environmental and educational organizations. (3 credits) *Spring*

AQS 420 – New England Aquarium Internship

Prerequisites: Junior-level in good standing; Overall GPA of 2.8 or higher; Acceptance to the NEAq internship program

Registration for this course is limited to students who have been accepted for a semester long internship at the New England Aquarium (NEAq) in Boston, Ma. Internships at NEAq offer college students experience in areas ranging from veterinary services and animal husbandry to communications and program development. Each Internship will include: 1) an active research component that requires 15-20 hours per week in a laboratory setting under the direction of a research scientist at the New England Aquarium (NEAq) and 2) an animal husbandry experience of 15-20 hours per week at the NEAq with responsibilities that will familiarize students with the daily operation and maintenance required in running a large public aquarium. The duties of this experience may include feeding animals, cleaning tanks and equipment, and providing treatment for diseased animals. (8 credits) *Spring, Fall and Summer*

AQS 430 - Topics in Aquarium Science and/or Lab

Prerequisites: Consent of Instructor

Advanced- level topics of importance in aquarium science. (1-4 credits) *Special Offering*

AQS 450 – Research in Aquaculture/ Aquarium Science*Prerequisites: Consent of instructor*

Original independent research in aquaculture and/or aquarium science. Research projects are chosen in consultation with a faculty research advisor. May be repeated for credit (1-3 credits)
Offered on demand

ARCHITECTURE**ARCH 100—Exploring Architecture**

Enrollment limited to high school students who have completed their junior year and high school students who have completed their sophomore year with permission at the time of application.

A four week introduction to architectural issues, concepts, and basic design methodology for high school students interested in understanding architecture as a possible area of college study and career. Course instruction is via workshops and individualized studio critique emphasizing freehand drawing, design exercises, field trips, lectures and portfolios. The grade is based on overall performance with special emphasis on the quality of a major project. (3 credits) Summer

ARCH 101 – Foundations of Architecture

A classroom-based introduction to the nature of the architectural endeavor, and the means used to make architecture. Lectures and explorations of issues of public and private space, architectural composition, and the multiple responsibilities architects face in society in relation to a diversity of users and clients, the site, and the public realm will form the basis for classroom discussion, and written and graphic assignments. (3 credits) Fall, Spring

ARCH 113 – Architectural Design Core Studio I

A rigorous introduction to the fundamentals of architecture and design utilizing iterative exercises grouped around nine design topics developed and presented in two and three-dimensional media. Repetition reinforces the mastering freehand drawing, drafting and model making skills. Lectures introduce formal principles underlying each project group: geometric composition, scale and proportion, architectural elements, space definition, analytical diagramming, color, and solar orientation to study light and shadow. The emphasis is on abstract design but the course ends with the design of a scaled and inhabited space. Minimum passing grade average of “C” required in ARCH 113-114. (5 credits) Fall, Spring

ARCH 114 – Architectural Design Core Studio II*Prerequisite: ARCH 113*

This course continues the first semester's focus on elemental design principles and visual communication, but initiates a departure from the abstract realm of design into the tangible world of built architectural form. The projects and their supporting lectures examine the language of architecture through exercises exploring fundamental architectural design principles: spatial organizations, circulation and movement, simple structural and enclosure systems, spatial articulation, site response and solar orientation. To ensure clarity and understanding, all building programs are simple but evocative, and project sites vary from rural to urban and from flat to sloped. Minimum passing grade average of “C” required in ARCH 113-114. (5 credits) Spring, Summer

ARCH 213 – Architectural Design Core Studio III*Prerequisite: ARCH 114*

Core Studio III concentrates on the exploration of a rational design methodology through the process of analysis, synthesis and transformation. Through a series of short exercises and comprehensive projects, students are encouraged to develop a conceptual basis for their work, with an emphasis on site, climate and the environment, along with the principles of organization, including spatial hierarchy, circulation and structure, as determinants of architectural form. Students will quickly generate multiple viable solutions for each project and will present their work in a variety of formats from quick conceptual sketches and models to carefully crafted

drawings. There will be a concentration on the design of space in section and an ongoing study of the quality of light. Students explore the potential of the sites they visit through in-depth inquiries and are introduced to design in an urban context. There is an emphasis on three-dimensional visual communication skills and the start of the integration of computer drawings into the studio. A series of theme based faculty lectures will augment the studio work. Students are required to present a digital portfolio at the middle and end of the semester. Minimum passing grade of “C” is required. (5 credits) Fall

ARCH 214 – Architectural Design Core Studio IV*Prerequisite: ARCH 213, MATH 136 or higher*

This studio continues to develop the students' design process and explores the concepts and strategies that have the capacity to significantly determine building form. Particular emphasis will be placed on the relationship of design to program, structure and materials through the study of dwellings. Special attention will be paid to an understanding of human scale and its impact upon design. Short sequential exercises enable students to develop an understanding of the use of different materials and their structural implications. Bearing wall, columnar (including free-plan) and modular building systems will be studied. These shorter problems will be followed by a longer assignment that uses different urban sites in a variety of locations as the catalyst for an investigation into how the fundamental human need for shelter is affected by regional and cultural precedents and particular climatic conditions. Students are asked to address basic environmental issues by considering passive strategies for heating and cooling. The development of graphic, computer and three-dimensional communication skills development are also continued. Faculty lectures will be integrated into the semester and a digital portfolio will be required. Minimum passing grade of “C” required. (5 credits) Fall

ARCH 231 – Construction Materials and Assemblies I*Prerequisite: Sophomore standing*

This course is an introductory overview to the "art of making buildings." The student shall survey materials and methods used in building construction for foundation, wall, floor, roof, enclosure & interior finish systems and their employment in the design process for traditional, nontraditional and sustainable building environments with emphasis on architectural expression. The major physical systems found in buildings and design constraints that influence them will be examined in the context of wood and masonry construction. The course also dedicates a substantial portion of its time to the examination of building envelope concepts as the locus of design resolution between technical and architectural realms. The course engages ARCH 214 Architectural Design Core Studio IV as a means to integrate materials and assemblies in students' design thinking. (3 credits) Spring

ARCH 287 – Introduction to Computer Applications in Design*Prerequisite: Sophomore Standing*

An introduction to computer systems – software and hardware, and their application in architecture. Emphasis is placed on learning how the computers can assist in the design process by modeling, visualizing and analyzing building designs. Introduction to drafting and three-dimensional modeling. (3 credits) Fall

ARCH 313 – Architectural Design Core Studio V*Prerequisite: ARCH 214*

The focus of this studio is upon the integration of building form, structure as space-generator, construction materials & assemblies and sustainability themes in architectural design. The studio also engages the continued refinement of four broad areas of architectural design education: (1) development of a theory base; (2) development of design methods and studio skills; (3) urban issues; and (4) development of a fuller appreciation for the understanding of construction technology and its function as a medium for architectural design. Minimum passing grade of “C” required. (5 credits) Fall, Summer

ARCH 321 – Site and Environment*Prerequisite: Sophomore standing*

This course presents an overview inventory of all the factors/systems that may be encountered in any analysis of site conditions. The student will be presented with a general description of how each factor operates and procedures to maintain or improve the quality of the site environment. This course promotes a value system based upon the preservation of both natural and cultural ecology. Value and meaning flow from a concept of sustainability at all levels of cultural and environmental interaction. (3 credits) Fall

ARCH 322 – Theory of Architecture*Prerequisite: AAH 121-122, ARCH 325*

The intention of this course is to familiarize students with a variety of historical, theoretical and methodological issues that have structured contemporary understanding and criticism of architecture. The class introduces students to the polemics and debates of the post-war period, the developments and influence of non-Western modern architecture, post-modernism, the theoretical investigations centered around structuralism and post-structuralism, the development of the various schools of architectural theory in the 1970s and 1980s, and contemporary theoretical and critical positions. (3 credits) Spring

ARCH 324 – Evolution of Urban Form*Prerequisite: AAH 121-122 or permission of instructor**Cross-Listed with ARCH 524*

Examines and analyzes the evolution of urban form, from neolithic villages to cities of the emerging modern era. Addresses why cities have taken the forms they have, and their formal, physical, and spatial elements. Students consider urban structure and dynamics relative to architectural expression, building types, and urban open spaces. (3 credits) Annually

ARCH 325 – History of Modern Architecture I: The Enlightenment to the Avant-Garde*Prerequisite: AAH 121-122 or permission of instructor*

This course on modern architecture examines buildings, cities, and landscapes in relation to the visual arts, culture, politics, and technological and social change. It begins with the origins of modern architecture in Western Europe, continues with an exploration of key 19th-century architects and theorists. It highlights the 20th-century avant-gardes and concludes with the crystallization of modern architecture in the West and around the world. The course seeks to explain the modern not only as a visual phenomenon, but also as an intellectual, philosophical, and cultural idea. (3 credits) Fall, Spring

ARCH 327 – History of American Architecture*Prerequisite: AAH 121-122 or permission of instructor*

Examines American Architecture and architectural thought from 1800 to the 1960s. The course is organized around a series of key themes. Special emphasis will be placed upon architecture as a force within, and a manifestation of American culture at large. (3 credits) Annually

ARCH 328 – Renaissance Architecture*Prerequisite: AAH 121-122 or permission of instructor*

A detailed exploration of the architecture of Italy from c. 1400 to 1580 within the context of the institutions, values and ideals that emerged during the civilization of the Renaissance, as well as analysis of how and why various aspects of Renaissance architecture influenced buildings, designs, and theories up to the 20th century. The course will focus upon accounting for the evolving motivations and goals that embodied the spirit of the ages to be examined. Architectural theory, as reflected in surviving treatises by Renaissance and Renaissance-inspired theorists, shall be analyzed not only for their architectural content, but also as the primary documents that reflect the changing attitudes and applications of Renaissance humanism and the revival of Classical antiquity. (3 credits) Annually

ARCH 329 – History of Landscape Architecture*Prerequisite: AAH 121-122 or permission of instructor**Co-Listed with ARCH 529*

History of Landscape Architecture is a survey of the development of man's relationship to and shaping of the land. This course will survey the landscape and gardens from the beginnings of civilization until contemporary times, although the primary emphasis will be on the Italian Renaissance, the gardens of France in the age of Louis XIV, and the English garden. The course will also include contributing cultures, such as China, India and Japan, as well as study the growth of parks in the 19th century, particularly in the United States. (3 credits) Annually

ARCH 331 – Construction Materials and Assemblies II*Prerequisite: ARCH 231*

This continuation of Construction Materials and Assemblies I provides students with the awareness and understanding necessary for the selection of materials, components and assemblies for the design and construction of buildings. The course explores traditional and non-traditional building techniques, methods and materials selection with particular emphasis on steel, concrete, and glass in relation to fabrication and assembly methods, historical influences, function, sustainability, and architectural expression. Issues of materials' embodied energy as well as recyclability and disassembly are also considered. The course also dedicates a substantial portion of its time to the examination of building envelope concepts as the locus of design resolution between technical and architectural design realms. Detailing issue includes optimization of the building's thermal performance. The course engages with ARCH 313 Architectural Design Studio Core V as a means to integrate materials and assemblies issues in the student's design thinking. (3 credits) Fall

ARCH 332 – Acoustics and Lighting*Prerequisite: Junior standing*

This course addresses three of the many form generators in architecture, the acoustical, day lighting and artificial lighting environment. It also addresses the soft and hard technologies that support the creation of these environments using "rules of thumb", analytical calculations and modeling. The course provides an introduction and conceptual understanding of these subjects. Sustainability is embedded in the nature of the subjects with a particular emphasis on energy conservation, integration of natural and artificial systems; the affect on contemporary practice, and the emerging roles of architectural careers and consultants in these disciplines.

The course is subdivided into three equal offerings: acoustical principles and practical applications in buildings that affects site selection and evaluation of buildings and their orientation on a site and shaping of space for sound control, all done in conjunction with case studies. The second and third parts deal with natural or day lighting and artificial lighting with an emphasis on their integration through design. Basic principles are introduced, design procedures outlined, calculating methods reviewed, case studies and the use of physical and computer modeling investigated. The students will gain a sufficient basic understanding of acoustical, day lighting and artificial lighting design in order to feel confident in making these concerns an inherent part of their design process. (3 credits) Spring

ARCH 333 – Building Systems: Equipment for Buildings*Prerequisite: Junior standing*

This course provides a basic study of the mechanical, sanitary, water supply, sewage disposal, heating, ventilating, air conditioning, fire protection and electrical equipment and systems used in buildings. The student learns the basics of active and passive heating, cooling and ventilating systems, load calculations, life safety ventilation, psychometrics, plumbing, storm drainage, fire protection systems, and electrical, energy codes and management with discussion of energy conservation and construction budgeting as well as M & E construction documents.

Particular emphasis is given to systems integration. First is the recognition that buildings consist of seven component systems; space planning, structural, mechanical, electrical, plumbing (including fire protection); enclosure, and fitments (fixtures and furniture). Second is the

need to consider these systems as early in the design process as possible. Design considerations such as points of origin, generating equipment, distribution devices, delivery mechanisms, control systems and energy usage are studied. Sustainability is embedded in the nature of these subjects with a particular emphasis on energy conservation and efficient design practices. Where possible “rules of thumb” sizing and diagramming techniques are examined and technical design development are explored from the point of view of, energy efficiency, the architect’s design and the engineering consultant’s criteria. Classroom lectures, case studies (on hard and soft technologies) and a field trip are used to expand on the reading assignments and to provide a general introduction and overview of the subject. (3 credits) Fall

ARCH 335 – Structure, Form and Order

Prerequisites: MATH 136 or higher, and PHYS 109 or 201

Introduces the fundamental concepts of structural form and behavior through a combination of lectures and studio exercises. Basic structural forms and their taxonomy will be studied in nature and through history, using visual presentations, readings, and hands-on experiments. Load paths and basic load tracing through common structural systems will be investigated. An introduction to vector based force representation will also be covered as a continuation of topics covered in Physics. In addition the students’ studio projects will be utilized for assignments. The development of a strong structural vocabulary will also be stressed. (3 credits) Fall

ARCH 413 – Advanced Architectural Design Studio

Prerequisite: ARCH 313, 231, 321, 322, 325, 335

Students may select from a number of thematically focused directed studios in order to fulfill the Advanced Architectural Design Studio requirement for the Bachelor of Science and BS + Masters of Architecture degree programs. Students completing a Bachelor of Science are required to take either an Advanced Architectural Design Studio or an Advanced Topical Design Studio. (5 credits) Fall, Spring, Summer

ARCH 416 – Advanced Topical Design Studio: Urban

Prerequisite: ARCH 313, 321, 322, 325

This advanced design studio examines the role of Architecture as a critical component of the larger built environment and of the public realm. As such, the projects engaged within this studio focus on issues and concerns impacting local and/or global communities. This studio also explores the role of architecture in relation to allied disciplines such as Urban Design, Historic Preservation, Planning and Landscape Architecture, and in relation to the various formal and informal constituencies that influence the shape of the urban fabric. This course is Cross-Listed with Arch 516 Graduate Topical Design Studio: Urban Minimum passing grade of “C” required. (5 credits) Fall, Spring, Summer

ARCH 430 – Special Topics in Architecture

Architecture Elective

Prerequisite: Junior Standing

Variable content course dealing with significant aspects and themes in Architecture, in the areas of history/theory of architecture, environmental and behavior; technical systems, and professional practices. (3 credits) Special Offering

ARCH 434 – Design of Structures I

Prerequisites: ARCH 335

A numeric and graphical approach to the design and analysis of basic structural systems. Basic principles of mechanics: forces, equilibrium, geometric properties of areas, material properties, support conditions, stress strain relationships will be presented. The selection and configuration of efficient structural systems for common building types will be emphasized. Projects requiring the design and analysis of simple funicular structures will be assigned. (3 credits) Fall, Spring

ARCH 435 – Design of Structures II

Prerequisites: ARCH 434

A qualitative and quantitative analysis of structural materials, structural members, and structural assemblies. Emphasizes the fundamental design principles of wood, steel and concrete structures. Foundation and lateral load resisting systems will be studied. Case studies of significant architectural structures will be assigned to develop design and analytical skills, including the use of structural analysis software. The integration of the structural system with other systems within the building and its relationship to the enclosure system will be addressed. Advanced structural technologies, such as tensile, shell, and high-rise systems will be introduced. (3 credits) Fall, Spring

ARCH 461 – Landscape Architecture: Theory and Practice

Architecture Elective

Prerequisites: ARCH 313, ARCH 321, and junior standing

Co-Listed with ARCH 561

Introduces the theoretical underpinnings and design processes of landscape architecture as a discipline and as a contemporary practice. Modes of interpreting, inventorying, and working with the landscape and the materials used in landscape construction will be examined. Class lectures, case study research and simple design exercises will look at landscape design at multiple scales. The central role of landscape design as an integral component of sustainable development practices will also be examined (3 credits) Annually

ARCH 475 – Frank Lloyd Wright: A Life’s Work

Architecture Elective

Prerequisite: Junior standing

An in-depth review and evaluation of America’s most famous architect. Wright’s buildings and philosophy, developed over a 70-year career, are described, examined and discussed. Wright’s influence in the evolution of modern architecture is explored and evaluated, and his contributions are assessed. Field trips and related guest lecturers will be included where possible and appropriate. (3 credits) Spring

ARCH 477 – Architecture in Context

Architecture Elective

Prerequisite: Junior standing

Through a variety of study and documentation techniques, students examine the architecture and urbanism of the Study Abroad setting as important cultural manifestations of a people and their history. Readings and lectures by University and local faculty provide historical or theoretical background for students’ on-site observations. The current practice of architecture will likewise be illuminated by visits with local practitioners and tours of their work. Through an appreciation of the range of issues, which can influence architectural and urban form in the study abroad setting, it is hoped that students will be able to reflect more objectively on their own culture, environment and creative processes. (3 credits) May be offered Fall, Spring, Summer as part of Study Abroad programs.

ARCH 478 – Dutch Architecture: The Enduring 20th Century Legacy

Architecture Elective

Prerequisite: ARCH 325, junior standing

Dutch architecture of the 20th century provides a unique grounding for the study of modern architecture’s ideas, development and buildings. Dutch architecture of the last century may be seen as a laboratory for the examination of a contemporary society’s environment and social advancement. Topics will explore and examine the thematic evolution of 20th century architectural ideals in Holland as expressed by significant architects’ writings and buildings. A lecture-seminar format promotes the idea that themes of the past century continue to be advanced in contemporary Dutch architectural theory and practice. (3 credits) Fall

ARCH 484 – Construction Estimating and Scheduling*Architecture Elective**Prerequisites: ARCH 231, ARCH 331*

An introduction to the fundamentals of construction estimating and scheduling. Conceptual, square foot, systems and unit price estimates will be studied along with basic CPM scheduling theory to include bar charts and network schedules. (3 credits) *Spring*

ARCH 487 – Digital Modeling*Architecture Elective**Prerequisites: ARCH 287 and completion of the Architecture Core Program*

This course will emphasize the development and use of architectural computer models as various phases within the design process, from conceptual sketches through design realization. Students will learn modeling, lighting and rendering applications using significant architectural and design works as references. A variety of programs will be investigated. (3 credits) *Fall*

ARCH 488 – Computer Applications for Professional Practice*Prerequisites: ARCH 287 and completion of the Architecture Core program*

The course is structured to explore new modes of contemporary practice, specifically Integrated Project Design/Delivery, and the role of B.I.M. (Building Information Modeling) as it pertains to design and decision-making in contemporary architectural practice. This course will explore the use of B.I.M. and related analytical tools to get immediate feedback on buildings systems and sustainability alternatives that can inform the design process. We will focus on developing proficiency in the use of B.I.M. software while at the same time looking at how this tool and related computer technologies are changing the way that information is generated and utilized within the practice environment. Collaborative Projects with other disciplines explore how information, including cost, scheduling and building material usage, is shared among the various parties involved in the design and construction process. (3 credits) *Fall, Spring*

ARCH 490 – Cultures in Contact (A Study Abroad Seminar)

(Offered in several programs; see advisor or Dean of the college or school which is appropriate for your major)

Prerequisite: Junior standing

Cultures in Contact is designed as a companion course to those off-campus study programs offered by a variety of majors at Roger Williams University. Students learn how to focus their observations of another culture in order to deepen and expand their understanding of the country and culture in which they are studying and to reflect critically upon their own cultures as well. (3 credits) *Special Offering*

ARCH 501 – Elements and Principles of Architectural Design*Co-requisite: ARCH 511 Graduate Core Design Studio I*

This course is a companion to ARCH 511 Graduate Core Design Studio I. It is an introduction to the essential elements of architecture and the basic principles of its composition. Design and conceptual thinking skills will be developed through lectures, diagramming and case study analysis of important architectural precedents. These assignments will further skills development work being conducted within the companion studio course. (3 credits) *Summer*

ARCH 511 – Graduate Core Architectural Design Studio I*Co-requisite: ARCH 501 Elements and Principles of Architectural Design*

This course is an intensive introduction to architectural design and the basic skills needed to analyze and communicate architectural design intentions using 2d and 3d representational techniques. The course will introduce principles of two and three-dimensional composition within the context of basic architectural issues of shelter, space and tectonics. Compositional issues of scale, proportion, organization, hierarchy, movement, color and light will be developed through lectures, sketch assignments and fully rendered architectural explorations. Issues of site, shelter

and tectonics will be explored through a variety of abstract conditions from urban to rural and level to sloping sites. (5 credits) *Summer*

ARCH 512 – Graduate Core Architectural Design Studio II:*Prerequisite: ARCH 511 Graduate Core Architectural Design Studio I*

This studio course builds on Graduate Studio I by introducing more complex notions of site, climate and culture while also integrating more complex programmatic and tectonic responses to user needs. More complicated notions of building organization, spatial hierarchy, circulation, structure and enclosure will be explored in plan and in section. A variety of sites will serve as the catalyst for an investigation of how the fundamental need for shelter and material expression are affected by regional and cultural traditions and particular climatic conditions. The urban site is explored through a focus on the buildings relationship to the public realm and to the varied programs that animate it in plan and are elaborated on in the sectional development of the building. Faculty lectures will be integrated into the semester and a digital portfolio will be required. (5 credits) *Fall*

ARCH 513 – Comprehensive Project Design Studio*Prerequisite: Completion of one ARCH 413 studios, ARCH 331, 332, 333, 435*

This studio will provide the opportunity for advanced students working individually and/or in small groups, to bring all components of their architectural education together to focus on an architectural design problem/project. Students will fully assess an architectural problem, designated site and relevant precedents in order to establish appropriate design criteria. Advancing the problem/project through conceptual, schematic and design development stages students will respond to programmatic, structural and environmental systems, accessibility and life-safety issues. They will advance their design resolution from site response, building materials and assemblies selection and attention to sustainable design criteria to the detailed development key spaces. Each individual or group will prepare construction contract documentation, drawings and outline specifications, for key components of the design project. Students will prepare a project assessment to evaluate the appropriateness of their problem/project design response to the architectural program and related cultural and environmental issues. (5 credits) *Fall, Spring, Summer*

ARCH 515 – Graduate Architectural Design Studio*Prerequisite: Completion of ARCH 413, ARCH 416, ARCH 331, 332, 333, 434*

Students may select from a number of directed studios in fulfilling the Graduate Architectural Design Studio requirement for the Master of Architecture degree. Offerings at this level are enriched by studios focusing on topics such as urban design, housing, sustainable design, contemporary technologies, interior architecture, historic preservation and others. (5 credits) *Fall, Spring, Summer*

ARCH 516 – Graduate Topical Design Studio: Urban*Prerequisite: Enrollment in the MS in Architecture program or permission of instructor*

This graduate design studio examines the role of Architecture as a critical component of the larger built environment and of the public realm. As such, the projects engaged within this studio take on issues and concerns impacting local and/or global communities. This studio also explores the role of architecture in relation to allied disciplines such as Urban Design, Historic Preservation, Planning and Landscape Architecture, and in relation to the various formal and informal constituencies that influence the shape of the urban fabric. As the graduate offering of Arch 416 lectures and reviews are shared; however, grading criteria, assignments and the quality of design / research will reflect graduate level coursework and achievement expectations. (5 credits) *Fall, Spring*

ARCH 521 – Sustainable Design Seminar*Prerequisite: Graduate standing or Senior standing w/ permission of the instructor*

This seminar covers core concepts of sustainable building, development and land use. Topics will include trends in green building legislation on local and national levels; researching sustainable products, materials, systems and technologies; case studies of high performance buildings

and architectural design; integration of architecture and MEP systems; the U.S. Green Building Council's Leadership in Energy and Environmental Design building rating program (LEED); the relationship between 'green' building in context and transportation and land use; indoor air quality, daylight and natural ventilation; tools for sustainable design analysis; existing building assessment and improvement; balancing the costs and benefits of sustainable design. (3 credits) Fall

ARCH 522 – Environmental Design Research

Prerequisite: Senior standing

Environmental Design Research introduces diverse theoretical approaches and research methods, for assessing inhabited environments with social and energy sustainability criteria. Readings include contributions from environmental psychology, anthropology, sociology, and cross-cultural studies to examine a variety of buildings in relations to a broad range of uses by diverse inhabitants as well as from the energy assessment literature as preparation for fieldwork that generates design criteria for renovations or new construction. This course provides recommendations useful to the administrators of public facilities and local community service organizations. (3 credits) Spring

ARCH 524 – Evolution of Urban Form

Prerequisite: AAH 121-122 or permission of instructor

Cross-Listed with ARCH 324

Examines and analyzes the evolution of urban form, from Neolithic villages to cities of the emerging modern era. Addresses why cities have taken the forms they have, and their formal, physical, and spatial elements. Students consider urban structure and dynamics relative to architectural expression, building types, and urban open spaces. As the graduate offering of Arch 324 lectures are shared; however, grading criteria, assignments and quality of independent research will reflect graduate level coursework and achievement expectations. (3 credits) Annually

ARCH 529 – History of Landscape Architecture

Prerequisite: AAH 121-122 and Senior Standing w/ permission of instructor or dean

Cross-Listed with ARCH 329

History of Landscape Architecture is a survey of the development of man's relationship to and shaping of the land. This course will survey the landscape and gardens from the beginnings of civilization until contemporary times, although the primary emphasis will be on the Italian Renaissance, the gardens of France in the age of Louis XIV, and the English garden. The course will also include contributing cultures, such as China, India and Japan, as well as study the growth of parks in the 19th century, particularly in the United States. As the graduate offering of Arch 329, lectures are shared; however, grading criteria, assignments and quality of independent research will reflect graduate level coursework and achievement expectations. (3 credits) Annually

ARCH 530 – Special Topics in Architecture

Architecture Elective

Prerequisite: Graduate standing in B.S./ M. Arch. Program, or Senior standing with permission of the instructor

Variable content course dealing with significant aspects and themes in Architecture, in the areas of history/theory of architecture, environmental and behavior; technical systems, and professional practices. (3 or 4 credits) Special Offering

ARCH 533 – Detailing the High-Performance Building Envelope

Prerequisite: Graduate standing in M.Sc.in Arch. or M.Arch programs or Senior Standing w/ permission of the instructor or Dean

The course examines the issues associated with designing high-performance building enclosures both at a conceptual level and at a detailed level. Concepts of advanced building envelopes that are integrated with other building systems are examined. Tools and methods for assessing the life cycle of an assembly, for choosing materials and for optimizing façade configurations to achieve satisfying internal comfort, thermal, light, and acoustic performance are studied. Modes of assembly that minimize heat loss are evaluated using computational tools.

Field trips to fabrication facilities and construction sites cast light on production processes. The dynamics of the interaction between architect and façade consultant and specifier are also investigated. (3 credits) Spring

ARCH 535 – Introduction to Proactive Simulation

Prerequisite: Graduate standing or Senior standing w/ permission of the instructor

The elective course is an introduction to building performance simulation (BPS) methods and tools. It is concerned with the proactive integration of BPS within the design process. The course will introduce the students to the workings of several software tools that complement each other in the area of energy, bulk air flow, and lighting simulation. The course also brings Integrated Project Delivery concepts and methods to bear and critically examines the role of project data management into emerging design methodologies. The course prepares students to think strategically when approaching modeling as a well as developing an ability to examine critically modeling outputs. The course is grounded in reality by also introducing on-site data acquisition and building post-occupancy evaluation techniques. (3 credits) Spring

ARCH 536 – Special Topics in Sustainable Design

Architecture Elective

Prerequisite: Graduate standing in Architecture or Senior standing w/ permission of the instructor

Special Topics in Sustainable Design is a variable content course dealing with significant aspects of Sustainable Design in Architecture. (3 or 4 credits) Special Offering

ARCH 537 – Special Topics in Urban Design

Architecture Elective

Prerequisite: Graduate standing in Architecture, or Senior standing w/ permission of the instructor

Special Topics in Urban Design is a variable content course dealing a significant aspect and themes in Urban Design such as Urban Ecology, Community Development, Planning or Landscape Architecture. (3 or 4 credits) Special Offering

ARCH 538 – Special Topics in Digital Media

Architecture Elective

Prerequisite: Graduate standing in Architecture, or Senior standing w/ permission of the instructor

Special Topics in Digital Media is a variable content course dealing with a significant aspect or theme in Digital Media as it relates to architectural design, theory, or practice. (3 or 4 credits) Special Offering

ARCH 542 – Professional Practice

Prerequisite: Senior standing

Introduces students to architectural business and practice management; codes, regulations and laws; administration of the construction contract; and emphasizes the architect's professional and legal responsibilities. Also addresses the traditional arrangements for project design and construction, and difference in relationships with the client between the design and construction phases. Lectures, discussions, and assignments address each subject in order to develop an understanding of the moral, legal and general responsibilities of the design professional. (3 credits) Fall, Spring

ARCH 524 – Evolution of Urban Form

Prerequisite: AAH 121-122 or permission of instructor

Cross-Listed with ARCH 324

Examines and analyzes the evolution of urban form, from Neolithic villages to cities of the emerging modern era. Addresses why cities have taken the forms they have, and their formal, physical, and spatial elements. Students consider urban structure and dynamics relative to architectural expression, building types, and urban open spaces. As the graduate offering of Arch 324 lectures are shared; however, grading criteria, assignments and quality of independent research will reflect graduate level coursework and achievement expectations. (3 credits) Annually

ARCH 561 – Landscape Architecture: Theory and Practice*Architecture Elective**Cross-Listed with Arch 461**Prerequisites: ARCH 321, and senior standing*

Introduces the theoretical underpinnings and design processes of landscape architecture as a discipline and as a contemporary practice. Modes of interpreting, inventorying, and working with the landscape and the materials used in landscape construction will be examined. Class lectures, case study research and simple design exercises will look at landscape design at multiple scales. The central role of landscape design as an integral component of sustainable development practices will also be examined. As the graduate offering of Arch 461 lectures are shared; however, grading criteria, assignments and the quality of independent research will reflect graduate level coursework and achievement expectations. (3 credits) Annually

ARCH 572 – Urban Design Theory from the Industrial Revolution to the Present*Architecture Elective**Prerequisite: Senior standing*

The Industrial Revolution brought about the radical transformation of the traditional city. We will examine the changes that brought about the rise of the Industrial City, and look at the wide array of reactions to it – utopian and otherwise – including the modern movement. We will then consider the legacy of the modern movement and the post-modern critique. Finally we will consider the dynamic processes that continue to shape the contemporary city and have caused the more recent restructuring of our metropolitan regions and fostered the growth of “Global Cities”. Challenges such as urban sprawl, the decline of the public realm, and the degradation of the natural environment will be considered in the light of “The Edge City”, “The Informational City”, “Sustainable Urbanism” and “Landscape Urbanism”. Theories of Urban Design will be examined not purely as formal operations, but also as products of a particular historical, social, political and economic context. Special attention will be given to the identification of those urban ideas or values whose persistence, in the face of tremendous change, place them at the core of any future consideration of the form of the city and the role of architecture within it. (3 credits) Fall

ARCH 573 – Modernism in the Non-Western World: A Comparative Perspective*Architecture Elective**Prerequisite: ARCH 325 or AAH 323, Senior standing*

Provides an in-depth examination of modern architecture in the non-Western world, i.e., outside the United States and Europe. The major thrust of the course is to investigate critically how modernism has disseminated and/or articulated in the non-Western world. Discusses the works of predominant urban designers and architects, key theoreticians, Western and non-Western, in different parts of the world as manifested from the times of its emergence during the Colonial period to the present time. Elaborates upon varied perceptions of and theoretical approaches to modernity, bringing students up to date on present responses to global architecture. (3 credits) Fall

ARCH 574 – Regionalism in Architecture*Architecture Elective**Prerequisite: Senior standing*

Provides the necessary theoretical framework to examine the processes that result in the regional particularization of architecture as well as substantive knowledge of architectural context and architectural practice in various regions of the world. Addresses the value and significance of the way local conditions contribute to the formation of architecture, and critically distinguishes between the various ways architects have tried to express regional identity. (3 credits) Spring

ARCH 575 – Contemporary Asian Architecture & Urbanism*Architecture Elective**Prerequisites: Senior Standing in the B.S. / M.Arch Program*

Twentieth-Century architecture in Asia, from the Middle-east to Indonesia has gone through several stages; from modernism and nationalism, and in the latter half, to issues of regionalism,

historicism, “Islamic architecture” and a synthesis of all these. In the 21st century globalization is reflected in new buildings and cities, and notions of cultural and environmental sustainability have come to the forefront. The seminar examines the influences and frameworks – both societal and personal – that form the architectures, architects and their work, and the milieu within which urban places are conceived. The seminar assists in the difficult task of interpreting and understanding current and emerging urban development and building design in rapidly changing societies. Given that the 21st century might well be the century of India and China this discourse is of great relevance to architecture worldwide. (3 credits) Fall

ARCH 576 – Theoretical Origins of Modernism*Architecture Elective**Prerequisites: ARCH 325, Senior standing*

This course introduces students to some of the key theorists who laid the philosophical groundwork for modern architecture, among them Laugier, Durand, Ruskin, Viollet-le-Duc, Morris, Wagner, and Loos. It emphasizes close readings of original theoretical texts and evaluation of subsequent critical assessments. It analyzes thematically the concerns of modern thinkers as they emerge and then transform across time – rationalism, the artist as romantic individualist, architecture as an agent of social reform, the craft ideal, organicism, the questions of ornament and style. Lectures and discussions explore the theorists’ pivotal ideas, their influence on the contemporary world of architectural practice, and their relation to the intellectual, social, and political predicaments of the day. (3 credits) Alternate Spring

ARCH 577 – The American Skyscraper*Prerequisite: Senior standing in the B.S./M.Arch. program*

The course explores the American skyscraper in historical perspective, beginning with mid-19th century developments in technology and urbanization and ending with the late 20th-century phenomenon of the skyscraper as an American export abroad. Key stages in the development of the skyscraper are examined in light of technological innovations, economic change, and the workplace. As a modern building type bound up with the culture of cities, the skyscraper serves as a compelling lens through which to assess architecture’s engagement with the experience of modernity—in light of literature, the fine arts, photography, and film. (3 credits) Annually

ARCH 586 – Processing*Prerequisite: Graduate standing in M.Sc.in Arch. or M.Arch programs or Senior Standing w/ permission of the instructor and introductory CAD experience (ARCH 287) or its equivalent*

The course explores Algorithmic Design and Associative Modeling in Architecture. Computational Geometry is explored using Generative Algorithm-based methodologies, or Parametric Design. Investigations into form generation using parametric variables to understand the behavior of multiple architectural systems, such as assembly logics, material characteristics and manufacturing constraints in the definition of simple components are then proliferated into larger systems and assemblies. Instead of drawing objects, Generative Algorithmic modeling employs numbers, mathematics and calculations as base data to generate form with infinite results. Hundreds of formal variations can be made by adjusting basic geometrical parameters. (3 credits) Fall

ARCH 587 – Advanced Computer Applications in Design*Architecture Elective**Prerequisites: ARCH 287 and Graduate standing or permission of instructor and Dean*

Advanced computer aided design using high-end interactive three-dimensional software, with particular emphasis on animation, modeling, dynamic and rendering techniques, as they relate to architectural design and production processes. (3 credits) Fall

ARCH 588 – Digital Manufacturing*Architecture Elective**Prerequisites: ARCH 287 and Graduate standing or permission of instructor or Dean*

Advanced CAD-CAM (Computer Aided Design – Computer Aided Manufacturing), Rapid Prototyping and Reverse Engineering techniques are explored as Digital Manufacturing techniques, in relationship to architectural design and production processes. (3 credits) Spring

ARCH 589 – 4D*Prerequisite: Graduate standing in M.Sc.in Arch. or M.Arch programs or Senior Standing with permission of the instructor and introductory CAD experience (ARCH 287) or its equivalent.*

The course explores Digital Cinematography using Animation principles and toolsets in a time-based 3-D modeling software. In addition to Turntable, Motion Path, Motion Trail, Animation Snapshot & Sweeps, Keyframe, non-linear and advanced animation editing tools (Graphing, Trax, Dope Sheet, Blends & Expressions) are explored. Project investigations center on 4-D (fourth dimension), or time-based space (the spatialisation of time) using parametric variables to control and understand the behavior of multiple architectural logics in the definition of a scripted narrative, or storyboard. Cinematic techniques are analyzed and applied to a filmic short authored to DVD, including Titles, Direction (Choreography), CG, MoCap (Motion Capture) / Chroma key, Post Production, Sound and Credits sequencing. Advanced experience with Modeling is assumed. (3 credits) Spring

ARCH 593 – Sustainable Paradigms*Architecture Elective**Prerequisites: Senior standing*

Sustainable Paradigms is a graduate architectural elective seminar/lecture course that primarily focuses on the interdependencies of ecological, social, cultural, economic and technological issues pertaining to architectural/urban/landscaped environments. It views them in a holistic manner and examines existing values/paradigms on sustainability and focuses on emerging conditions to rethink, reevaluate and update our relationship with nature and resources while appropriating innovative sustainable technologies and renewable means for attaining a better quality of life. The course explores how sustainable principles are applied to both integrated design and construction, as well as to the assessment of existing built environments, including building envelope and technical building systems. Its primary goal is to demonstrate, through cases, how sustainability issues can be part of planning efforts, from macro (global, regional social and cultural in urban and suburban contexts) to micro scale (local; as part of community, at home or work place). The course will also investigate and develop research methodologies to evaluate local/regional environments using sustainability criteria. (3 credits) Fall

ARCH 594 – Urban Ecology*Prerequisite: Graduate standing or Senior standing w/ permission of the instructor*

Urban Ecology focuses on issues of sustainable urbanism and examines the interdependencies of social, cultural, ecological, economic and technological variables that pertain to the planning and design of sustainable communities in urban spaces. The course holistically explores how several nested scales of design interventions can synergistically produce more livable and ecologically viable urban environments. The course investigates and develops research methodologies to evaluate local / regional environments including global contexts using sustainability criteria to help the designer tackle brown / grey field redevelopment and retrofit / restructure existing urban environments according to sustainability standards. (3 credits) Spring

ARCH 601 – Graduate Colloquium*Prerequisite: Graduate standing in M.Sc. in Architecture*

The colloquium is a required course for all Master of Science in Architecture students. The course introduces the program, its peoples and their research interests in diverse concentration areas. It is aimed at orienting students within an environment of broad intellectual inquiry. The student begins to chart a research agenda and explore potential research agendas/interests with

advisors. Preceded with assigned readings prior to class start and followed by a final paper, the course unfolds as an intensive two-week long seminar in which ideas, viewpoints, and methods of inquiry across areas of concentration are discussed. As common core course, it prepares the student for graduate-level inquiry in the area of concentration, while also situating their investigation within a broader collaborative and interdisciplinary framework. The course balances time spent with students and faculty in all concentrations and time with faculty and an advisor in the student's concentration area. (3 credits) Summer

ARCH 606 – Field Research Seminar*Prerequisite: Graduate standing in M.Sc.in Arch. or M.Arch programs or Senior Standing w/ permission of the instructor*

The Field Research Seminar takes students in the field (locally, regionally, nationally or abroad) to meet with professionals, visit and document existing state of the art projects. As a common core course in the Master of Science in Architecture, it helps the student to become acquainted with precedents, buildings, technologies, design methods, and actors in the area of concentration, while also acknowledging the interdisciplinary context around the area of concentration. Some site and office visits are common across several areas of concentration while others are unique to one area of concentration. Students prepare a document synthesizing their research. Non-resident students can take the course has a hybrid online course with limited on-site presence and independent field research. (3 credits) Summer

ARCH 613 – Graduate Thesis Design Studio*Prerequisite: ARCH 513, 515, 641*

Arch 613 is focused on the development of a thesis project in the design studio from the proposition put forward and developed in the research seminar, and its subsequent documentation through the production of a thesis project document. The thesis is more than simply the student's final project- It is a final project that demonstrates competence at integrating building systems and materials, social, formal and urbanistic concerns into the design of a building, yet goes beyond this to make a speculative proposition about what architecture should be. (5 credits) Fall, Spring

ARCH 616 – Collaborative Workshop*Prerequisite: Graduate standing in M.Sc.in Arch. or M.Arch programs or Senior Standing w/ permission of the instructor*

In this course, students from diverse areas of concentration work collaboratively on a design problem with multiple dimensions (ecological, urban, architectural, etc) rooted in the reality of a community (local, domestic or abroad). Under the guidance of a faculty in her/his area of concentration, each student contributes to the collaborative effort from the particular point of view of her/his area of concentration. The workshop uses data collected in the Field Research Seminar (ARCH 606). The workshop produces a coherent design proposal that capitalizes on the synergistic integration of the various viewpoints and methodologies found in each area of concentration. Students learn to work in multidisciplinary teams and learn leadership skills in complex, reality-based, multidimensional design problems. Each student contributes to the, research and design effort and to the preparation of the workshop's final report and graphic documentation. (4 credits) Summer

ARCH 633 – Independent Graduate Research Thesis*Prerequisites: Graduate standing in M.Sc.in Arch., ARCH 641 Graduate Research Seminar*

This course is tailored for Master of Science in Architecture students who do not desire to do a studio-based design thesis but are interested in doing a written thesis under the guidance of an advisor in their area of concentration. Students engage in thorough research over at least a semester and prepare a written document synthesizing their research. The thesis should clearly relate to the area of concentration. Student can also work with a second advisor in the same or another discipline or area of concentration to broaden the scope of their inquiry. Dual-degree M.Arch./MSc. in Arch. students must complete this course concurrently to their design-based

M.Arch. thesis (ARCH 613). Dual degree students should refer to the directives on requirements to complete the written thesis with the MSc in Arch. program coordinator. (3 credits) Spring

ARCH 641 – Graduate Thesis Research Seminar

Prerequisite: Completion of two ARCH 413 studios

A graduate research seminar which investigates through readings, discussions, and faculty and student presentations, issues which should be at the core of the development of an independent thesis project proposal, and which are critical for full engagement with the profession of Architecture and the pursuit of lifelong learning: -Ideas/Values: Theoretical, Philosophical and Ethical Concepts; -Site: The Physical and Cultural Context; -Use/Habitation: Programming, Project definition and Project Planning; -Materials/ Technology: Integration of Concepts and Properties; -Creativity/ Communication: Design Thinking, Visual and Verbal Communication. (3 credits) Fall, Spring

ART AND ARCHITECTURAL HISTORY

AAH 121 – History of Art and Architecture I

Fulfills a course requirement in the Art and Architectural History Core Concentration

An introduction to the visual cultures of the ancient and medieval worlds, including Africa, the Americas, Europe, the Middle East and Asia. Key issues and monuments focus the discussion, and works of art, including painting, sculpture and architecture, are examined in relation to their political, religious and social contexts. (3 credits) Fall, Spring, Summer

AAH 122 – History of Art and Architecture II

Fulfills a course requirement in the Art and Architectural History Core Concentration

Prerequisite: AAH 121

A continuation of History of Art I, this course introduces the visual cultures of Africa, the Americas, Europe, the Middle East and Asia beginning with the Renaissance and ending with our own modern day. Using key issues and monuments as the focus of discussion, the works of art covered include painting, photography, film, sculpture and architecture. Emphasis is placed on the political, religious and social contexts of the object, as well as the artistic process. (3 credits) Fall, Spring, Summer

AAH 305 – Theory and Methods of Art and Architectural History

Prerequisite: AAH 121-122

Cross-Listed with AAH 505

This course will deepen the students' understanding of the modes of analysis in the history of the arts and architecture and their philosophical bases, including connoisseurship, iconography, theories of the evolution of art, psychoanalysis, the psychology of perception, issues of gender and ethnicity, and theories of art criticism. Critical discussion of readings and writing will be stressed. (3 credits) Annually

AAH 311 – History of American Art

Fulfills a course requirement in the Art and Architectural History Core Concentration

Prerequisite: AAH 121-122

Survey of the history of painting, sculpture, and the "minor arts" in the United States to show how these arts have expressed American ways of living and how they have been related to American ideas. (3 credits) Spring

AAH 312 – History of Modern Art

Fulfills a course requirement in the Art and Architectural History Core Concentration

Prerequisite: AAH 121-122

A survey of modern art from 1863-1963 that examines the major movements of the historical avant-garde in painting, sculpture, and photography. Major themes include the construction of gender, the notion of the primitive, expression, approaches to abstraction, responses to the city,

art and politics in the 1930s, and the post-World War II cultural shift from Europe to America. Aspects of modernism as an international phenomenon will be addressed by reference to work from the urban centers of Europe, central Europe and Russia, the USA, South America, and Asia. (3 credits) Fall

AAH 313 – Arts and Architecture of Africa

Fulfills a course requirement in the Art and Architectural History Core Concentration

Prerequisite: AAH 121-122

A survey of the arts of Sub-Saharan Africa, including painting, sculpture, textiles, architecture and performance arts. Special emphasis is placed on these arts in the context of ritual. We will discuss perceptions and ideologies which have shaped the study of African Art and influenced our present understanding of the continent. (3 credits) Alternate Spring

AAH 319 – History of Italian Renaissance Art

Fulfills a course requirement in the Art and Architectural History Core Concentration

Prerequisite: AAH 121-122

The major artists who created the Italian Renaissance style in painting, sculpture and architecture are considered in their cultural context. Topics include the formation of the Renaissance style, the significance of subjects and forms based on Classical Antiquity, the development of the High Renaissance by Leonardo da Vinci, Raphael and Michelangelo, and the interconnectedness of Renaissance art forms. (3 credits) Spring

AAH 321 – Art and Architecture in the Classical World

Fulfills a course requirement in the Art and Architectural History Core Concentration

Prerequisite: AAH 121-122

An in-depth investigation of Classical arts within the context of the institutions, values, and ideas that emerged in the civilizations of Ancient Greece and Rome. Analyzes special topics in ancient architecture such as the art and architectural theory and practice of antiquity, with the intent of accounting for the goals and aspirations of specific cultures, societies, and patrons. Topics investigate how Classical societies interacted with each other and with other cultures outside the sphere of Western civilization. Geographical areas of examination include mainland Greece and the Mediterranean islands, Asia Minor, Italy, North Africa, and Western Europe; the time frame spans from circa 750 BC to circa 500 AD. (3 credits) Annually

AAH 322 – Art and Architecture in the Medieval World

Fulfills a course requirement in the Art and Architectural History Core Concentration

Prerequisite: AAH 121-122

An in-depth investigation of the arts of the Middle Ages within the context of the institutions, values, and ideas that emerged in the civilization of the Early Christian, Byzantine, and Western Medieval era. Analyzes special topics in Medieval art and architecture such as art and architectural theory and practice of the Middle Ages, with the intent of accounting for the goals and aspirations of specific cultures, societies, and patrons. Topics investigate how medieval cultures interacted with each other, and with other cultures outside the sphere of Western civilization. Geographical areas of examination include Western and Eastern Europe, Asia Minor, and North Africa; the time frame spans from circa 300 to circa 1500 AD. (3 credits) Annually

AAH 323 – Art and Architecture in the Islamic World

Fulfills a course requirement in the Art and Architectural History Core Concentration

Prerequisite: AAH 121-122

Explores the syncretic nature of Islamic arts and architecture having taken root in very diverse cultural and geographic areas spanning the Middle East, North Africa, Spain, Sub-Saharan Africa, the Indian subcontinent, and Far East Asia. Lectures and readings will investigate the impact of Islamic regulations on religious and secular architecture, and will discuss the importance of concepts such as decoration and ornamentation. The development of a specific artistic approach, giving rise to an emphasis on geometry, calligraphy and "the arabesque" shall be inves-

tigated through examples from architecture, fiber arts, metal work, glass, ceramics, stucco and stone carving, and miniature painting. (3 credits) *Annually*

AAH 330 – Topics in Art and Architectural History

Fulfills a course requirement in the Art and Architectural History Core Concentration

Prerequisite: AAH 121-122

Variable content course dealing with the interactions of arts and architecture in different parts of the world at various time periods. (3 credits) *Special Offering*

AAH 421 – Issues in Contemporary Art

Fulfills Visual Arts Studies major requirement and a course requirement in the Art and Architectural History Core Concentration and/or minor

Prerequisite: AAH 121-122 and one 300 level AAH course

Cross-listed with AAH 521

A course addressing major conceptual and thematic concerns in art since the 1960s. Movements and approaches covered include: Minimalism, Conceptualism, Appropriation, Installation, Abstraction, Video, Photography, and Performance. The themes explored range from racial and sexual identity, to globalization, to public space, to the environment, to outsider art. Course content will be presented in the form of works of art from the 1960s to the present, critical essays that contextualize the work and field trips to galleries, openings, museums and studios. Satisfies Feinstein Service Learning in Visual Arts Studies, and Art and Architectural History. (3 credits) *Spring*

AAH 430 – Special Topics in Art and Architectural History

Prerequisite: AAH 121-122 and one 300 level AAH course

Variable content course dealing with significant aspects and themes in the development of Art and Architectural History, such as art institutions and historiography, the nature of creativity and originality, the making of the art object, self-representation and the artist's identity, architecture and worship, representations of the body, rituals and public space, representing nature, and symbols of authority. (3 credits) *Special Offering*

AAH 450 – Senior Thesis

Prerequisite: Senior standing, consent of AAH program faculty and Dean

Optional course for senior-level Art and Architectural History majors; designed to study an issue or topic in depth. Students are required to produce a work of historical research suitable for publication in student-level journals in Art and Architectural History. Topics determined by the expertise of the instructor and the anticipated interests of the students. (3 credits) *Annually*

AAH 500 – The Study and Practice of Art and Architectural History

As an entry into the advanced study of art and architectural history, this seminar begins with a survey of the historical origins of the discipline and the “founders” of the field. It traces how this disciplinary tradition has changed over time. Students are then introduced to the range of professional activities in the academy, museums, and associated fields in the history of art and architecture. Students take an active part in weekly discussion-based sessions and complete a series of assignments intended to familiarize them with the roles of curator, critic, arts educator, writer, editor, historic structures consultant, and arts administrator. Visiting speakers and visits to a wide variety of arts institutions form a large part of the course. (3 credits) *Fall*

AAH 505 – Art and Architectural History Theory and Methods Seminar

Cross-listed with AAH 305

This required seminar for all first year Master's students is designed to deepen the students' understanding of the modes of analysis in the history of the arts and architecture and their philosophical bases. The structure of the seminar combines reading and analysis of seminal texts produced by the major theorists and critics working in the given method/theory under discussion. Specific assignments and student-led discussion will probe the origins of connoisseurship, iconography, theories of the evolution of art, psychoanalysis, the psychology of perception, issues

of gender and ethnicity, and theories of art and architectural criticism. Focusing on primary readings in each of the specific methodologies covered in summary fashion in the undergraduate course, students will then apply an array of methodologies to actual works of art and architecture critically analyzing their explanatory success or lacunae. (3 credits) *Annually*

AAH 520 – Themes in World Arts and Architecture

This seminar embraces the creative production of cultures from around the world as they explore concepts of space, materiality, time, ritual, power and performance. The course is committed to the examination of art and architecture as a global phenomenon which requires a reconfiguration of our traditional approaches to the study of their history. The seminar, is global in scope and course content, serves as a vessel for participation by a group of leading scholars and thinkers within the framework of the seminar's presentations, scholars whose up-to-date understandings of the arts and architecture in today's globalized world will be presented in brief taped interviews. Selected themes of universal importance for each session will be discussed and illustrated by consideration of specific cultures, yet will tie together the arts and architecture of the world. Awareness of the connection between the local and the global contexts will lead to study of monuments and topics drawn from the far distant past and far distant places, but will also foster investigation of the international context of the arts and the global connections of artists and architects. Along the way, students will critically evaluate the traditional stories of art and architecture with their geopolitical and periodical boundaries and habits of mind. (3 credits) *Annually*

AAH 521 – Issues in Contemporary Art

Cross-listed with AAH 421

Modernism and Post-Modernism have formed our cultural reality for the past 50 years. This course will investigate the origins, meaning and development of these ideas in the arts of the late 20th and early 21st centuries. We will examine the artist role in the community, the power and poetics of the creative process in the contemporary world, and the changing nature of arts reception within a multi-cultural society. Visits to galleries and artists' studios are an integral part of the course. (3 credits) *Spring*

AAH 522 – Sacred Spaces

“That which is sacred manifests itself as something wholly different from the profane.” Mircea Eliade
Throughout history and around the world, common places have been transformed into sacred ones. How does a place take on sacred significance? Why do people treat a place as extraordinary? How is sacred significance sustained? This seminar examines the arts and architecture which are the material statement of intangible things, the embodiment of that which is immaterial. Students investigate ritual, pilgrimage, and devotion as human actions through which the object, seemingly ordinary, is transformed and becomes something else through the manifestation of the sacred, something extraordinary. (3 credits) *Annually*

AAH 523 – Nature and Art

An interdisciplinary seminar where students will have the opportunity to investigate and question how nature, through our perception of it, becomes a cultural construct. The concepts of Natural History, Landscape, Body Perception, Biophilia and Environmental Ethics are some of the core issues that will be discussed in this seminar. Various aspects of the natural world will be analyzed in relation to how artists or trends, from different cultures and time periods, have been used and inspired by them and how we might still continue to do so today. (3 credits) *Annually*

AAH 530 – Special Topics in Art + Architectural History

Prerequisite: Graduate standing, or Senior Standing with permission of the instructor

Variable content course dealing with significant themes, periods and individuals in Art + Architectural History. The course is offered in a graduate seminar format, with graduate academic and scholarly expectations as well as support for faculty and student pursuits. The course may be taken more than once depending on topical content. (3 credits) *Special Offering*

AAH 531 – Topics in Art and Architecture of the Classical World**AAH 532 – Topics in Art and Architecture of the Medieval World****AAH 533 – Topics in Renaissance and Baroque Art and Architecture****AAH 534 – Topics in Modern Art and Architecture****AAH 535 – Topics in Art and Architecture of the Americas****AAH 536 – Topics in Art and Architecture of Africa****AAH 537 – Topics in Art and Architecture of Asia****AAH 538 – Topics in Art and Architecture of the Islamic World****AAH 560 – The Newport Seminar**

The course will examine the history of American arts through the study of the material culture of Newport, Rhode Island. Newport's history, like any other, can be written in more than one way. On the one hand, Newport is a microcosm of the development of the fine arts in America. In this version of the history, the aesthetic development of Newport reaches its zenith in the Gilded Age. However, this interpretation of Newport's history omits much. Newport's story is shaped by many – and not all of them are elites. We will examine the “thick” history of Newport by looking not only at high style arts but also at commonplace objects as well. We will develop an understanding of the making of a specific place over a long span of time, from the colonial period to the present. In creating our history, we will take an interest in a broad spectrum of the arts. American arts flourished in Newport. We will look at architecture and landscapes as well as at painting, sculpture, art glass, and furniture. Our goal is not only to recognize works of art as exemplars of a specific style but also to understand who made the objects and why. (3 credits) Annually

AAH 569 – Art and Architectural History Internship

Provides students with a supervised practical environment in which to practice professional skills at a governmental office or agency, nonprofit museum or gallery, or private arts institution. The internship is designed to be academically significant and related to the student's professional development as an art and architectural historian. Each student is responsible for seeking and finding an internship. To facilitate the search process, students work with faculty and our network of community partners, alumni and other professionals. An internship is formalized through a work plan and agreement between the host organization and student, under direction of faculty. Experiences are monitored through regular communication and weekly documentation. Student completes 320 hours of service at cooperating agency. The internship is evaluated through interim and final reports from the intern and supervisor and a formal presentation by the student. (non-credit, pass/fail) Summer

AAH 605 – Research Methods

This course introduces and is preparation for the Thesis research seminar. Students engage in a review of discipline-related methodologies and the logistics of research. More specifically, it aims to assist students in the planning and organization of thesis research. As well as faculty and student presentations, invited speakers will present an aspect of their research in progress to familiarize students with the processes of advanced research. In addition to complementing the methodology courses, this seminar assists students with the identification of their own interests as they move towards choosing a thesis topic. (3 credits) Fall

AAH 650 – Thesis

For students working independently on their Masters thesis. Here students apply the skills learned in AAH 605 from the early research and writing of the thesis through to its completion. This seminar is comprised of intensive and regular meetings on a one-to-one (by appointment) basis with the thesis supervisor to discuss the progress of research and writing. The supervisor

will provide comments on draft chapters of the thesis, suggest advice regarding the research and writing process, as well as suggesting resources (from readings and visual data, to other documentation and www resources) and research directions for the thesis. (3 credits) Spring

BIOLOGY**BIO 103 – Biology I and Lab**

Fulfills a course requirement in the Biology Core Concentration

BIO 103/104, may be used to fulfill the Core Curriculum science requirement

Designed as a foundation for science-based disciplines, this course begins with a survey of basic chemistry as it applies to the structure and function of cells. An exploration of cellular physiology includes organelle function, metabolic processes and human organ systems highlighted as an example of the integrated workings of different cell types. The laboratory reinforces the concepts of the class and includes techniques in biological chemistry, microscope use and instrumental analysis. (4 credits) Fall

BIO 104 – Biology II and Lab

Fulfills a course requirement in the Biology Core Concentration

BIO 103/104 or BIO 104/NATSC 226 may be used to fulfill the Core Curriculum science requirement

Students must complete BIO 104 with a grade of C- or higher in order to continue in the biology or marine biology program.

This course highlights the mechanisms of evolution, the diversity of life, population, and the principles of ecology. Laboratory and field exercises reinforce these concepts and develop technical and analytical skills. (4 credits) Spring

BIO 105 – Life Science for Elementary Education and Lab

This course is designed as a foundation in the biological sciences for future elementary school teachers. The goal of this course is for future teachers to gain a better understanding of major biological principles and processes so that they will be more comfortable with and proficient in teaching life science in the elementary classroom. As such, this course focuses on science content and not science pedagogy, though the teaching of biology in the classroom will be discussed. Topics will include basic cell biology, the flow of energy and material through living systems, genetics and heredity, basic human development, mechanisms of evolution, the diversity of life, and the principles of ecology. The laboratory reinforces the concepts of the class and provides students with a hands-on, inquiry-based introduction to the process of science. (4 credits) Fall

BIO 200 – Genetics

Fulfills a course requirement in the Biology Core Concentration

Prerequisites: BIO 103, BIO 104, and CHEM 191, or consent of instructor

Fundamental concepts of inheritance, variation, mutation, and evolution. Examples selected from both the plant and animal kingdoms best illustrate various topics in Mendelian, population and molecular genetics. (4 credits) Fall, Spring

BIO 204 – Introduction to Marine Biology

Marine biology is the application of basic biological principles (e.g., cell biology, physiology, biomechanics, biodiversity, behavior, ecology, etc.) to marine organisms and their environments. This course will introduce marine ecosystems with emphasis on the physiological adaptations, body types and behavioral strategies of resident species. Patterns of diversity will be examined taxonomically and geographically, and biological interactions will be considered in relation to many different species, including our own. (3 credits) Spring

BIO 210 – Botany and Lab

Fulfills a course requirement in the Biology Core Concentration

Prerequisites: BIO 103 and BIO 104 or NATSC 103, or consent of instructor

Survey course investigating systematic, evolutionary, and functional development of plants. In all categories the focus is on the interrelationship of the plant kingdom and its environment.

(4 credits) Spring

BIO 215 – Human Anatomy and Physiology I and Lab

Prerequisites: BIO 103 and BIO 104, or consent of instructor

This course is the first of a two-semester course sequence in human anatomy and physiology. Over the course of this semester we will explore and study the anatomy and functioning of the integumentary, skeletal, digestive, muscular and nervous systems of the human body. Laboratory work includes vertebrate dissections, and investigation of physiological processes in humans and other vertebrates. (4 credits) Fall

BIO 216 – Human Anatomy and Physiology II and Lab

Prerequisite: BIO 215 or consent of instructor

This course is the second of a two-semester course sequence in human anatomy and physiology. Over the course of this semester we will explore and study the anatomy and functioning of the sensory organs, endocrine, cardiovascular, respiratory, urinary and reproductive systems of the human body. Laboratory work includes vertebrate dissections, and investigation of physiological processes in humans and other vertebrates. (4 credits) Spring

BIO 220 – Marine Vertebrate Zoology and Lab

Fulfills a course requirement in the Biology and Marine Biology Core Concentration

Prerequisites: BIO 103 and BIO 104 or NATSC 103, or consent of instructor

Comparative survey of the evolution, physiology, behavior, adaptations, and natural history of marine fish, reptiles, birds, and mammals. Course emphasizes animals found locally in Narragansett Bay. (4 credits) Fall

BIO 225 – Evolution

Fulfills a course requirement in the Biology Core Concentration

Prerequisites: BIO 103 and BIO 104 or NATSC 103, or consent of instructor

Examines evidence for evolution from a variety of sources in addition to the major principles and mechanisms involved. Open to non-science students as well as science majors. (3 credits) Fall

BIO 230 – Microbiology and Lab

Fulfills a course requirement in the Biology Core Concentration

Fulfills a course requirement in the Environmental Science Core Concentration

Prerequisites: BIO 103 and BIO 104 or NATSC 103; or consent of instructor

Survey of microorganisms, emphasis on bacteria and the medical aspects of microbiology. Study of cultivation, methods of identification, and ecological activities of bacteria. (4 credits) Fall

BIO 231 – Bioethics: Life, Health and Environment

Fulfills a course requirement for the Bioethics Certificate

This course does not fulfill a course requirement in the Biology major, minor or core concentration.

Prerequisites: BIO 103 or CORE 101 or consent of instructor

The ethical, legal and social implications of recent advances in biological research, environmental issues and technological applications generate discussions between scientists, politicians, lawyers, clergy and citizens throughout the world. Bioethics is a comprehensive interdisciplinary course about biomedical and environmental legal and ethical practice. Students will discuss the conflicts that arise in society that biologists/biotechnologists face when working in biotechnology, human and animal health, environmental health and ethical research practices in basic/applied science. Through critical thinking and “real case” scenarios students will be able to reach

an appropriate course of action to understand and resolve bioethical concerns in society. (3 credits) Alternate Fall

BIO 240 – Concepts of Ecology

Fulfills a course requirement in the Biology Core Concentration

Fulfills a course requirement in the Environmental Science Core Concentration

Prerequisites: BIO 103 or NATSC 103, and BIO 104 or NATSC 204; or consent of instructor

Focuses on effects and controls of pollution in the environment, conservation, and natural population controls. For the non-science as well as the science major. (3 credits) Spring

BIO/MATH 250 – Introduction to Biostatistics

Cross-listed with MATH 250

Fulfills the statistics requirement for the Biology, Marine Biology and Environmental Science Majors

Prerequisites: MATH 136, BIO 104 and sophomore standing or consent of instructor

The course is a team-taught introductory course in statistics with applications to biological problems. Students will learn statistical concepts and the technical details behind those concepts as well as when and how to apply particular procedures. This class is a mix of theoretical understanding of statistical principles and problem application using statistical software. Particular topics include the following: Measures of the central tendency and of dispersion and variability, hypothesis testing, Analysis of Variance and linear, multiple and polynomial regression. (3 credits) Fall

BIO 302 – Ichthyology and Lab

Fulfills a course requirement in the Biology and Marine Biology Core Concentration

Prerequisites: BIO 103 or NATSC 103, and BIO 104 or NATSC 204; or consent of instructor

Provides a comparative examination of the evolution, morphology, physiology, and natural history of fishes from diverse habitats (freshwater, estuarine, and marine). Correspondingly, an underlying theme of the course is the behavioral and functional adaptations of fishes that allow these animals to survive in different environments. While course material provides students with an application of the tremendous diversity that exists among fishes, particular emphasis is placed on species inhabiting local areas. Upon completing the course, students will first understand the ecology and evolution of fishes, and second, recognize the challenges imposed on fishes and the means by which groups have adapted to their specific environment. Moreover, laboratory sessions include comparative studies of selected examples and field trips to local environments. (4 credits) Alternate Spring

BIO 304 – Herpetology

Fulfills a course requirement in the Biology Core Concentration

Prerequisites: BIO 103 or NATSC 103 and BIO 104 or NATSC 204; or consent of instructor

A phylogenetic survey of reptiles and amphibians with emphasis on structure, origin, evolution, reproduction of life history, environmental physiology, population biology, behavior, speciation and distribution. A series of lectures/discussions is supplemented by field study of local fauna and preserved specimens. (3 credits) Alternate Spring

BIO 310 – Tropical Ecology

Examines diversity of life in a tropical region including exploration of coral reefs, sandy shores, mangrove swamps, and freshwater habitats. May also include special area in-depth investigations of student interest. (3 credits) Winter Intersession

BIO 312 – Conservation Biology

Fulfills a course requirement in the Biology and Environmental Science Core Concentrations

Prerequisite: BIO 104; or consent of instructor

This course provides an overview of contemporary conservation biology as an interdisciplinary field that investigates human-environment relationships as they relate to the preservation and restoration of biodiversity from local to global scales, inclusive of species, their populations' gene

pools, and ecosystems. Topics to be analyzed include: causes of biodiversity loss; ecosystem services; population ecology, genetics and management; design and management of conservation landscapes; restoration ecology; sociocultural aspects of conservation issues; and examples of conservation success. (3 credits) *Alternate Fall*

BIO 315 – Animal Physiology and Lab

Fulfills a course requirement in the Biology Core Concentration

Prerequisites: BIO 103, and BIO 104 or NATSC 204; or consent of instructor

This course examines how animals work, and how their physiology allows them to function in their particular environment. It combines classical comparative physiology with physiological ecology, looking at the physiological bases of energy metabolism, respiration, circulation, locomotion, and integration in both vertebrate and invertebrate animals in a variety of environments, including extreme habitats like the deep ocean, deserts, and polar climates. In the laboratory, students test physiological concepts based on data collected from live subjects (invertebrate and vertebrate). (4 credits) *Alternate Spring*

BIO 320 – Marine Ecology and Lab

Fulfills a course requirement in the Biology and Marine Biology Core Concentration

Fulfills a course requirement in the Environmental Science Core Concentration

Prerequisites: BIO 103 or NATSC 103 and BIO 104 or NATSC 204, CHEM 191 and 192 or consent of instructor

Senior-level, advanced study of the marine habitat, using the field as a laboratory in conjunction with scheduled classroom discussions and lectures. Problems of an ecological nature are studied and guidance provided by faculty. (4 credits) *Alternate Fall*

BIO 323 – Developmental Biology and Lab

Fulfills a course requirement in the Biology Core Concentration

Prerequisites: BIO 200; or consent of instructor

Comprehensive introduction to the molecular and cellular aspects of development emphasizing cellular differentiations, reproduction, morphogenesis, and growth regulation. (4 credits) *Alternate Fall*

BIO 325 – Cell Biology and Lab

Fulfills a course requirement in the Biology Core Concentration and the Biotechnology Certificate

Prerequisites: BIO 200 or consent of the instructor

This course examines the logic and mechanisms of gene regulation and the key experiments that revealed how oncogenes and tumor suppressor genes control the cell cycle. The molecular basis for cell signaling, cell adhesion, cytoskeleton dynamics, and organization of the extracellular matrix, are reviewed. In the laboratory students carry out experiments with mouse cells in order to learn the techniques of mammalian cell culture, flow cytometry, immunoblotting and immunofluorescence. Microarray technology and its application to the diagnosis of disease is also examined. (4 credits) *Spring*

BIO 330 – Neurobiology

Fulfills a course requirement in the Biology Core Concentration

Prerequisite: MATH 213, CHEM 301, Recommended: BIO 200 and BIO 325

This survey of the fundamental ideas of neuroscience examines four major topics: i) the molecular biology, biochemistry and physiology of neurons and synapses; ii) development and evolution of the major sensory and motor pathways in vertebrates; iii) information processing in the visual system; and iv) artificial neural networks. Students will carry out a number of experiments using either computer simulations or live material (earthworms). (3 credits) *Spring*

BIO 331/COMSC 331 – Bioinformatics and Lab

Cross-Listed as COMSC 331

Fulfills a course requirement in the Biology Core Concentration and Biotechnology Certificate

Prerequisite: BIO 200 and COMSC 110 or consent of instructor

The course reviews the fundamental concepts of molecular and evolutionary biology, with a focus on the types of questions that lend themselves to computer analysis. In web-based exercises students will become familiar with the content and format of the most commonly used databases and learn to query them with the associated search engines. Some of the basic algorithms used to compare and order sequence data will be presented, along with the programs that are used to evaluate the inferred patterns statistically and to present them graphically. A weekly computer-programming lab will train students to write simple scripts to extract sequence information from databases and to search for specific patterns within these data. (4 credits) *Alternate Spring*

BIO 332 – Fisheries Science

Fulfills a course requirement in the Biology and Marine Biology Core Concentration

Prerequisites: BIO 103 or NATSC 103, and BIO 104 or NATSC 204; or consent of instructor

A multidisciplinary course that examines the biology, ecology, and population dynamics of aquatic fishery resources. This information is further integrated with the study of human socioeconomics in an effort to better understand the management and conservation of exploited fisheries. Topics covered in the class include: fish life history characteristics and population dynamics; stock assessment and identification; socioeconomics; fishing gear technology and its impact on populations, communities, and ecosystems; and strategies for management and conservation. (3 credits) *Fall, Alternate Years*

BIO 335 – Invertebrate Zoology and Lab

Fulfills a course requirement in the Biology and Marine Biology Core Concentration

Prerequisites: BIO 103 or NATSC 103, and BIO 104 or NATSC 204; or consent of instructor

Emphasizes classification, life history, and ecology of invertebrates. Includes field trips to local areas to acquaint students with the inshore fauna of Rhode Island and the Northeastern coast. (4 credits) *Spring*

BIO 340 – Biotechnology and Lab

Fulfills a course requirement in the Biology Core Concentration

Prerequisite: BIO 200 or BIO 325 or CHEM 301 or consent of instructor

Laboratory-intensive course. Students acquire the core set of skills involved in cloning specific genes. Techniques include the purification of DNA and RNA molecules; analysis of their size by gel electrophoresis; enzymatic amplification of DNA by PCR; construction of recombinant DNA molecules; detection of specific genes by Southern hybridization and DNA sequencing. Application of these techniques to the areas of evolutionary biology, forensics, and medicine are illustrated. (4 credits) *Spring*

BIO 345 – Aquaculture and Lab

Fulfills a course requirement in the Biology and Marine Biology Core Concentration

Prerequisite: NATSC 204 or consent of instructor

Introduces basic environmental and economic considerations of aquaculture-the commercial production of aquatic organisms. Laboratories include directed research on topics relevant to the local industry and field trips to regional aquaculture facilities. (4 credits) *Alternate Spring*

BIO 350 – Marine Mammalogy

Fulfills a course requirement in the Biology and Marine Biology Core Concentration

Prerequisites: BIO 103, and BIO 104 or NATSC 103 or consent of instructor

A survey of the biology of marine mammal groups, the cetaceans, pinnipeds, sirenians, polar bears and sea otters. Topics to be discussed include systematics, evolution, natural history, physiology, behavior, reproduction, anatomy, and current issues in marine mammal conservation. (3 credits) *Spring*

BIO 355 – Marine Phycology and Lab

Fulfills a course requirement in the Biology and Marine Biology Core Concentration

Prerequisite BIO 103, and BIO 104 or NATSC 103 or consent of instructor

Study of marine algae and their biology. Correlated laboratory and field studies, and independent investigations of unsolved problems concerning the relationship of the algae and their environment. (4 credits) Fall

BIO 356 – Biology of Plankton and Lab

Fulfills a course requirement in the Biology and Marine Biology Core Concentration

Prerequisite BIO 103, and BIO 104 or NATSC 103, or consent of instructor

Despite their small size, plankton constitute one of the largest components of the world's biomass. As primary producers and primary consumers, planktonic organisms are the essential food source at the base of marine and freshwater food webs. Plankton also play important roles in nutrient recycling and in regulating the concentration of atmospheric gases such as carbon dioxide and oxygen. This survey course will investigate the biology and ecology of marine planktonic organisms including systematic studies of select planktonic groups (e.g. Diatoms, Dinoflagellates, Copepods), ecological studies of marine phyto – and zooplankton (e.g. harmful algal blooms, grazing) and discussions of environmental parameters that affect primary and secondary production and plankton distribution. The laboratory portion of the course will emphasize methodologies for sampling, collecting, handling and culturing planktonic organisms. Several class research projects will precede a 4-5 week research project to be completed independently in consultation with course instructors. (4 credits) Spring

BIO 360 – Limnology and Lab

Fulfills a course requirement in the Biology and Marine Biology Core Concentration

Fulfills a course requirement in the Environmental Science Core Concentration

Prerequisites: BIO 103 or NATSC 103, and BIO 104 or NATSC 204, CHEM 191 and 192; or consent of instructor

Examines flora and fauna in freshwater and estuarine environments and their interrelationships with the physical and chemical properties of these waters. (4 credits) Alternate Fall

BIO 362/PSYCH 362 – Animal Behavior

Cross-Listed as PSYCH 362

Fulfills a course requirement in the Biology Core Concentration

Prerequisites: PSYCH 100, BIO 103, and BIO 104 or NATSC 103; or consent of instructor

Proseminar course. Emphasizes common challenges that various species face. The mechanisms responsible for behavior, including sensory receptors, filters, neurobiology and the endocrine system are discussed. The development of behavior, as well as behavior genetics and evolution are examined. Students then focus on communication and adaptations for survival, and social organization in animal groups. Students present the results of a literature search. (3 credits) Fall, Spring

BIO 370 – Virology and Lab

Fulfills a course requirement in the Biology Core Concentration

Prerequisites: BIO 103 BIO 104 or NATSC 204; and BIO 200 or consent of instructor

An introduction to the basic biology of viruses. Selected human, animal, insect, and plant viruses will be studied using principles from genetics, cell biology, immunology, ecology and evolutionary biology. The use of viruses in molecular biology, gene therapy and biological control will be discussed. Laboratory work includes the study of viral life cycles as well as techniques used in the detection and isolation of viruses. (4 credits) Alternate Spring

BIO 375/NATSC 375 – Soil Ecology

Cross-Listed as NATSC 375

Fulfills a course requirement in the Biology Core Concentration

Fulfills a course requirement in the Environmental Science Core Concentration

Prerequisites: BIO 104, and one of BIO 240, 320 or 360; or consent of instructor

This course serves as an in-depth exploration of soils as unique habitats for life with a focus on understanding variables that affect the abundance, diversity and interactions of terrestrial organisms and, in turn, their influence on soil physicochemical properties, biochemical cycles and other variables that impact the well-being and sustainability of human societies (e.g. agricultural production, clean water availability) Topics to be covered include soil food webs, microbial ecology, soil aggregate formation, carbon and nitrogen cycling, relationships between soils and aboveground ecology, and the effects of human activities on soil biodiversity. During laboratory sessions, students will explore the basic biology of soil organisms, conduct research projects, and learn methods for sampling soils and soil organisms in the field. (4 credits) Alternate Fall

BIO 380 – Parasitology and Lab

Fulfills a course requirement in the Biology Core Concentration

Prerequisites: BIO 103 and BIO 104 or NATSC 204; or consent of instructor

Comprehensive study of parasites of man and domestic animals including morphology, life cycles, pathogenesis, control, and laboratory diagnosis. Examines cultural, political, social, and economic factors involved in parasitic diseases. (4 credits) Alternate Spring

BIO 390/CHEM 390 – Biochemistry I and Lab

Cross-listed as CHEM 390

Fulfills a course requirement in the Biology Core Concentration

Prerequisites: BIO 103 and CHEM 301 and 302

Study of the metabolism of the chemical constituents of living matter with emphasis on mechanisms regulating the synthesis and degradation of these chemical entities in biological systems. (4 credits) Spring

BIO 392 – Animal Nutrition

Fulfills a course requirement in the Biology and Marine Biology Core Concentration

Prerequisites: BIO 103 or consent of instructor

This course will introduce the student to the science of nutrition. Lectures and discussions will focus on the role nutrition plays in animal health and production. Topics to be covered include comparative digestive anatomy and physiology; overview of nutrients and their digestion, metabolic utilization, and balance; feeding standards for domestic animals; feedstuffs and feed formulation; and other topics of nutritional concern in animal husbandry. (3 credits) Alternate Spring

BIO 393 – Animal Nutrition Laboratory

Prerequisites: BIO 103 or consent of instructor, must be taken concurrently with BIO 392

This laboratory course is designed as a supplement to BIO 392 – Animal Nutrition for those students who require a more in-depth experience in Animal Nutrition. The laboratory course will undertake a semester-long traditional feed research trial, where the student will maintain animals on selected feeds, evaluate animal production in the context of comparing feeds, and conduct a series of traditional feed analysis protocols to characterize the feeds being evaluated. (1 credit) Alternate Spring

BIO/CHEM 395 – Biochemistry II

Prerequisite: CHEM/BIO 390

A study of enzyme functions and metabolism (biosynthesis and breaking down) of biomolecules and how they are used to obtain or store energy. Emphasis will be placed on how the different metabolic pathways are interrelated and how they are regulated. (3 credits) Spring

BIO/CHEM 395 – Biochemistry II Lab

Co-requisite: CHEM/BIO 395 or consent of instructor

Integration of classic and modern experimental techniques in biochemistry designed to complement the principles and concepts learned in Biochemistry I and II (1 credit) Spring

BIO 430 – Topics in Biology and/ or BIO 430L – Topics in Biology Lab

Fulfills a course requirement in the Biology Core Concentration

Prerequisite: Consent of instructor

Advanced-level topics of importance in biology, determined by interest of the students in consultation with faculty. This course may be repeated for credit, but students may not study the same subject more than once. *Variable Credit (1-4 credits) Special Offering*

BIO 440 – Current Research Topics in Biology

Prerequisite: Successful completion (C or higher) of BIO 200 and one additional 300-level BIO course, or consent of instructor.

Reading recent primary literature, students will investigate one new area of ground-breaking biological research throughout the semester. Topics will be offered on a rotating basis and may include gene therapy, molecular evolution, HIV and the immune system, the genetics of learning and behavior, biological pattern formation, the biology of cancer. This course may be repeated for credit, but students may study a single topic only once. (3 credits) Spring

BIO 450 – Research in the Biological Sciences

Original independent research in biology or marine biology. Project chosen in consultation with a research advisor. May be repeated for credit. (1-3 credits) Offered on demand

BIO 451 – Senior Thesis

Prerequisites: Prior departmental approval of a research proposal. 3.3 GPA or permission of the department, and BIO 450

This course serves as a capstone experience for outstanding students majoring in biology or marine biology. Working closely with a faculty mentor, students engage in original research on a topic of their choice. The research may involve laboratory experiments, field work, or computer simulations. This course provides experience in designing and conducting experiments, critically analyzing data, reviewing published scientific literature and communicating scientific information. The culmination of the course is a formal written thesis and a public oral presentation. (3 credits) Fall, Spring

BUSINESS**BUSN 100 – Enterprise**

Focuses on the process of taking an idea for a product or service, chosen based upon each student's personality and interests, and transforming that idea into an enterprise plan which addresses the production, marketing, and administrative management of the enterprise's product or service. (3 credits) Fall, Spring

BUSN 305 – Legal Environment of Business I

Prerequisite: Junior standing

Examines the major areas of law that concern contemporary business decision-makers. The law is placed in its historical, social and business context. Topics include an introduction to the legal system, contracts, government regulation of business, torts, product liability, employment and consumer law. (3 credits) Fall, Spring

BUSN 306 – Legal Environment of Business II

Prerequisite: BUSN 305

This course will focus on selected topics in business law and the impact of modern business statutes, regulations, case decisions, and international treaties on both foreign and domestic business activities. A basic understanding of the foundations of business law and the American legal system is required. The course will cover specific legal topics within and outside of Gabelli students individual areas of interest (e.g., CIS, marketing, management, finance); as such, students should gain a broader yet more detailed understanding of how contemporary business activities are affected by legal and regulatory systems. (3 credits) Spring, Alternate Years

BUSN 408 – Business Ethics

Prerequisite: Junior standing or consent of instructor

Explores the ethical and social issues that confront people in working in organizations. Examines representative frameworks for ethical decision-making, both Western and non-Western. The course is applied in its orientation and provides experience-making decisions about ethical and social issues using these frameworks as guides. (3 credits) Spring

BUSN 430 – Special Topics in Business

Prerequisite: Consent of instructor

Topics in areas chosen by students in consultation with their instructor. An advanced level of course work or research in business. (3 credits) Special Offering

BUSN 435 – Small Business Institute

Prerequisites: Junior standing and consent of the SBI coordinator

A community outreach program in which students apply academic knowledge to solve real-world business problems. Formal reports demonstrating oral and written communication skills are important components of the course. (3 credits) Fall, Spring

BUSN 469 – Business Coop

Prerequisite: Junior standing and consent of instructor

Designed to grant academic credit to students who work on a part-time basis in selected positions, usually without financial remuneration. Students may select from a wide variety of positions offered at local businesses, consulting firms, non-profit organizations and government agencies. (3 credits) Fall, Spring

CHEMISTRY**CHEM 190 – Introduction to Chemical Principles**

Prerequisite: Entrance by examination, Concurrent enrollment in MATH 117 or higher or consent of instructor

This course is designed for students with limited background in chemistry who plan to take additional chemistry courses to satisfy degree requirements for chemistry, biology, marine biology, or engineering programs. There is no laboratory associated with this course and this course does not fulfill chemistry requirements for science or engineering majors or minors. (3 credits) Fall

CHEM 191 – Principles of Chemistry I and Lab

Fulfills a course requirement in the Chemistry Core Concentration

Prerequisite: Placement by examination. Concurrent enrollment in, or completion of, MATH 136 or higher or departmental approval.

CHEM 191 and 192 may be used to fulfill the Core Curriculum requirement in science

Primarily intended for science majors. Examines the development of such concepts as the structure of matter, the chemical bond, the gas laws, and solutions. Laboratory is an integral part of the course. (4 credits) Fall

CHEM 192 – Principles of Chemistry II and Lab

Fulfills a course requirement in the Chemistry Core Concentration

Prerequisite: Successful completion (C- or higher) of CHEM 191

CHEM 191 and 192 may be used to fulfill the Core Curriculum requirement in science Continuation of Chemistry 191L, intended primarily for science majors. Emphasizes thermodynamics, kinetics, equilibrium concepts, electrochemistry, and some organic chemistry. Laboratory is an integral part of the course. (4 credits) Spring

CHEM 201 – Environmental Chemistry I and Lab

Fulfills a course requirement in the Chemistry and Environmental Science Core Concentration

Prerequisites: CHEM 191 and 192

Examines the human impact of global environmental chemical products and processes. Uses system concepts to define the boundaries and essential inputs and outputs of each subsystem. Primary emphasis on the hydrosphere and the lithosphere, with major concentration on water pollution, solid waste management, hazardous wastes, and pesticides. (4 credits) Fall

CHEM 202 – Environmental Chemistry II and Lab

Fulfills a course requirement in the Chemistry and Environmental Science Core Concentration

Prerequisites: CHEM 191 and 192

This portion of the sequence concentrates on air pollution and energy. Emphasizes the biosphere and the atmosphere, and the consequences of burning fossil fuels. (4 credits) Spring

CHEM 301 – Organic Chemistry I and Lab

Fulfills a course requirement in the Chemistry Core Concentration

Prerequisite: Entrance by examination and successful completion of CHEM 192

Examines the theory and basic principles of the common organic functional groups. Topics include: hydrocarbons, alkyl halides, aromatic compounds, and stereochemistry. Laboratory emphasizes organic qualitative analysis. (4 credits) Fall

CHEM 302 – Organic Chemistry II and Lab

Fulfills a course requirement in the Chemistry Core Concentration

Prerequisite: CHEM 301

Continuation of CHEM 301. Topics include: spectroscopic structural determination, alcohols, acids, and their derivatives; aldehydes and ketones; amines; and bio-organic compounds. Laboratory is project-oriented and emphasizes synthesis and instrumental techniques. (4 credits) Spring

CHEM 311 – Analytical Chemistry and Lab

Fulfills a course requirement in the Chemistry Core Concentration

Prerequisite: CHEM 192

Theory and applications of quantitative analytical techniques, including gravimetric, volumetric, and potentiometric analysis. Theory and application of separation techniques are included. Laboratory includes volumetric and potentiometric analysis and chromatographic techniques. (4 credits) Fall

CHEM 312 – Instrumental Methods of Analysis and Lab

Fulfills a course requirement in the Chemistry Core Concentration

Prerequisite: CHEM 311 or consent of instructor

Co-requisite: CHEM 302

Theory and practice of modern instrumental methods with emphasis on optical techniques, nuclear magnetic resonance (NMR) and mass spectrometry. In the laboratory, atomic absorption, infrared spectroscopy, ultraviolet and visible absorption spectroscopy, NMR and mass spectrometry methods are used. (4 credits) Spring

CHEM 320 – Inorganic Chemistry and Lab

Fulfills a course requirement in the Chemistry Core Concentration

Prerequisites: CHEM 301, 302 or consent of instructor.

Examines the major underlying principles of inorganic chemistry. Topics include the systematic chemistry of the elements, electronic structure of atoms, bonding, structure, reactivity and spectroscopy of inorganic compounds. The chemistry of coordination, organometallic and biologically important inorganic compounds is also examined. The laboratory develops new experimental techniques and provides experimental data to support the theoretical discussion. (4 credits) Fall

CHEM 390/BIO 390 – Biochemistry I and Lab

Cross-Listed BIO 390

Fulfills a course requirement in the Chemistry Core Concentration

Prerequisites: CHEM 301, 302

Study of the metabolism of the chemical constituents of living matter with emphasis on mechanisms regulating the synthesis and degradation of these chemical entities in biological systems. (4 credits) Spring

CHEM 391 – Chemical Thermodynamics and Lab

Fulfills a course requirement in the Chemistry Core Concentration

Prerequisites: CHEM 192, MATH 214 or consent of instructor and/or PHYS 201 (may be taken concurrently)

Examines the chemistry of energy, efficiency, and equilibria. Included are the laws of thermodynamics and their applications to chemical phenomena, kinetic theory of gases, phase equilibria, and chemical equilibria. The laboratory illustrates the principles of physical chemistry with an emphasis on modern spectroscopic methods. (4 credits) Fall

CHEM 392 – Quantum Chemistry and Lab

Fulfills a course requirement in the Chemistry Core Concentration

Prerequisites: CHEM 192, MATH 214 or consent of instructor and PHYS 202 (may be taken concurrently)

Examines the construction of the atom, atomic and molecular orbital theory, quantum mechanics and chemical kinetics. Applications include harmonic oscillator, molecular modeling, and the theoretical basis for spectroscopy. The laboratory illustrates the principles of quantum mechanics with an emphasis on electronic and vibrational spectroscopic methods and molecular modeling. (4 credits) Spring

CHEM/BIO 395 – Biochemistry II

Prerequisite: CHEM/BIO 390

A study of enzyme functions and metabolism (biosynthesis and breaking down) of biomolecules and how they are used to obtain or store energy. Emphasis will be placed on how the different metabolic pathways are interrelated and how they are regulated. (3 credits) Spring

CHEM/BIO 395 – Biochemistry II Lab

Co-requisite: CHEM/BIO 395 or consent of instructor

Integration of classic and modern experimental techniques in biochemistry designed to complement the principles and concepts learned in Biochemistry I and II (1 credit) Spring

CHEM 421 – Advanced Chemistry Lab I

Prerequisite: Junior or Senior standing; or consent of instructor

An advanced, integrated laboratory designed to provide the upper-level chemistry student with additional exposure to modern experimental techniques. Experiments typically involve physical measurement, analysis, synthetic methods, spectroscopy, and computer data analysis. May be repeated for credit. (1 credit) Fall, Spring

CHEM 422 – Advanced Chemistry Lab II

Prerequisite: Junior or Senior standing; or consent of instructor

Continuation of CHEM 421. Experiments typically involve physical measurement, analysis, synthetic methods, spectroscopy, and computer data analysis. May be repeated for credit. (1 credit)

Offered on demand

CHEM 430 – Topics in Chemistry

Prerequisite: Consent of instructor

Offers a series of topics at the advanced level or topics of importance in contemporary chemistry.

Topics determined by students in consultation with faculty. (3 credits) *Special Offering*

CHEM 431 – Advanced Inorganic Chemistry

Prerequisites: CHEM 320, 392; or consent of instructor

Emphasizes kinetics as a tool to probe mechanistic details of inorganic reactions, and develops the theoretical framework for the spectroscopy and magnetism of atoms and complexes. Group theory and coordination chemistry are also emphasized. (3 credits) *Alternate Spring*

CHEM 432 – Advanced Organic Chemistry

Prerequisites: CHEM 302, 391, 392; or consent of instructor

Advanced course in kinetics, mechanisms, and stereo-chemical aspects of organic reactions.

Structure and reactivity are discussed in terms of modern bonding theory. (3 credits) *Alternate Fall*

CHEM 433 – Advanced Physical Chemistry

Prerequisites: CHEM 302, 391, or consent of instructor

Treatment of quantum mechanics in chemistry at a level beyond the qualitative manner given in the introductory Physical Chemistry course. Emphasizes principles of quantum chemistry, especially as applied to chemical bonding and to spectroscopy. Prepares students for work in modern inorganic, organic, and biotechnology fields. (3 credits) *Alternate Spring*

CHEM 434 – Advanced Environmental Chemistry

Prerequisites: CHEM 391; or consent of instructor

Examines the principles of aquatic chemistry. Topics include: equilibrium processes in natural waters, including multi-system equilibria; complexation; oxidation-reduction; surface chemistry; kinetic control vs. thermodynamic control of these processes; and some aspects of sediment chemistry. (3 credits) *Alternate Fall*

CHEM 450 – Research in the Chemical Sciences

Prerequisite: Open only to qualified students with consent of a research advisor

Research and directed readings. Project chosen in consultation with the research advisor. May be repeated for credit. (1-3 credits) *Offered on demand*

CHEM 451 – Senior Thesis

Prerequisites: Prior departmental approval of a research proposal, 3.3 GPA, and CHEM 450

This course serves as a capstone experience for outstanding students majoring in chemistry.

Working closely with a faculty mentor, students engage in original research on a topic of their choice. The research may involve laboratory experiments, field work, or computer simulations.

This course provides experience in designing and conducting experiments, critically analyzing data, reviewing published scientific literature, and communicating scientific information. The culmination of the course is a formal written thesis and a public oral presentation. (3 credits) *Fall, Spring*

CHINESE**CHN 101 – Elementary Chinese I**

Fulfills a course requirement in the Chinese Core Concentration

Prerequisite: Not open to native speakers of Mandarin

This is the first course of a two semester sequence in the first year modern Standard Chinese (Mandarin) for students who have no previous exposure to the Chinese language. Students are introduced to the sounds of Mandarin, basic grammar, vocabulary, and the Chinese writing system. By the end of the first semester, students are expected to be able to conduct basic conversations, read simple texts or conversations, and write simple sentences in Chinese. (3 credits) *Fall*

CHN 102 – Elementary Chinese II

Fulfills a course requirement in the Chinese Core Concentration

Prerequisite: Placement by examination or successful completion (C or higher) of the appropriate Elementary I language course, Not open to native speakers of Mandarin

The second course in a two sequence in first year modern Standard Chinese (Mandarin) for students who have no previous exposure to the Chinese language. Students are introduced to the sounds of Mandarin, basic grammar, vocabulary, and the Chinese writing system. By the end of the second semester, students will have completed training in basic conversation skills, writing and reading, and they will be able to conduct simple conversations on a wide variety of topics in Chinese. (3 credits) *Spring*

CHN 201 – Intermediate Chinese I

Fulfills a course requirement in the Chinese Core Concentration

Prerequisite: Placement by examination or successful completion (C or higher) of the appropriate Elementary II language course, Not open to native speakers of Mandarin

This is the first course of a two semester sequence in second year modern Standard Chinese (Mandarin) which extends fundamental skills developed in the elementary modern Standard Chinese (Mandarin) courses. Proficiency based instruction. Emphasis is placed upon students enlarging their vocabulary, speaking, reading and writing with more complex structures. (3 credits) *Fall*

CHN 202 – Intermediate Chinese II

Fulfills a course requirement in the Chinese Core Concentration

Prerequisite: Placement by examination or successful completion (C or higher) of the appropriate Intermediate I language course, Not open to native speakers of Mandarin

The second course of a two semester sequence in second year modern Standard Chinese (Mandarin) which extends fundamental skills developed in the elementary modern Standard Chinese (Mandarin) courses. Proficiency based instruction. Emphasis is placed upon students enlarging their vocabulary, speaking, reading and writing with more complex structures. (3 credits) *Spring*

CHN 311 – Advanced Chinese Conversation

Fulfills a course requirement in the Chinese Core Concentration

Prerequisite: Placement by examination or successful completion (C or higher) of the appropriate Intermediate II language course, Not open to native speakers of Mandarin

This is a third year modern Standard Chinese (Mandarin) course that emphasizes the improvement of spoken language skills and helps students engage actively in constant, meaningful communication within various contexts of Mandarin. (3 credits) *Fall*

CHN 350 – Advanced Topics

Fulfills a course requirement in the Modern Language Minor and Core Concentration

Prerequisite: Knowledge in Chinese is strongly recommended.

This variable content course is designed to introduce students to areas of Chinese culture, trends and movements outside the scope of literature. Topics include Chinese cinema, Chinese business, and Chinese literary criticism. (3 credits) *Special Offering*

COMMUNICATION**COMM 100 – Introduction to Communication Studies**

Introduction to Communication Studies is a survey course. We will explore the various areas of the communication discipline. Specifically, we will focus on communication processes and practices within media, intercultural/global, interpersonal, organizational, group, and public communication contexts. This course is aimed at understanding the breadth of the communication field by examining communication concepts, models, theories and applications. (3 credits) *Fall, Spring*

COMM 101 – Introduction to Mass Media

Introduces students to the information age and its significance in our personal and professional lives. Students explore mass communication from the perspective of modern media including advertising, film, journalism, public relations, radio/television and the Internet. The role of international communication in a global economy and information age is also introduced. (3 credits) *Fall, Spring*

COMM 111 – Writing for the Mass Media

Prerequisite: WTNG 102

Co-requisite: COMM 101

Provides students with a broad introduction to selected communication formats in print and broadcast journalism, mass communication and public relations. Weekly written assignments and writing workshops with an emphasis on self-editing. Prepares students to write effectively for the various mass media, including the print and electronic news media. (3 credits) *Fall, Spring*

COMM 165 – Introduction to Visual Communication

Prerequisites: COMM 100 or COMM 101

This course is an elementary introduction to the principles of visual communication. Students are introduced to theories of perception, Gestalt, cognitive load, concepts of form, pattern, color, composition and function while exploring basic problem solving strategies in two-dimensional space. Emphasis is on the development of visual awareness and visual literacy as it concerns the creation of accurate and responsible messages. (3 credits) *Fall, Spring*

COMM 200 – Media Law and Ethics

Prerequisites: COMM 100 or 101,

Provides study of legal and ethical issues encountered by writers, editors, and publishers. Topics include freedom of the press, libel, invasion of privacy, obscenity, advertising, broadcast regulation, and the evolution of ethical standards in media. (3 credits) *Fall, Spring*

COMM 210 – Introduction to Public Speaking

Note: Does not satisfy a requirement in the Global Communication core concentration

Emphasizes effective speaking techniques for public as well as everyday situations. Focuses on identifying, organizing, and presenting facts, opinions, and values to a variety of audiences. (3 credits) *Fall, Winter Intersession, Spring, Summer*

COMM 220 – Principles and Practices of Public Relations

Prerequisites: COMM 101 and COMM 111

An introduction to the field of public relations: its theoretical origins, scope and principles. Discussion focuses on public relations theory, practices and planning process. It also examines the role of public relations in both for-profit and not-for-profit industries. Ethical decision making, on-line communication and career opportunities are also addressed. (3 credits) *Fall, Spring*

COMM 240 – Electronic Communication: Technology, Modes and Methods

Prerequisites: COMM 100 or COMM 101

The focus of this course is usable design of the well-crafted message using print and presentation electronic media with the appropriate tools. While this course develops a working knowledge of print-based communication technologies widely used today, including professional use of word-processing, spreadsheets, multi-media presentations, image editing and layout tools, the emphasis is on learning how to rapidly learn new online technologies to solve media production problems and stay abreast of the technology curves. (3 credits) *Fall, Spring*

COMM 250 – Intercultural Communication

Prerequisite: COMM 100 or COMM 101

The field of intercultural communication examines the ways in which communication creates and represents social orders and cultural identities. In this course students will gain a theoretical understanding of intercultural communication and apply theoretical/conceptual frameworks to real and hypothetical cases of cross cultural (mis)communication and representation. The relationship between communication and culture will be explored in order to understand how communication does not simply transmit cultural information but constitutes and maintains cultural realities. Further, students will learn to identify the different components of intercultural communication and how these impinge on intercultural encounters in the workplace and the larger community. (3 credits) *Fall, Spring*

COMM 265 – Visual Rhetoric – Visual Culture

Fulfills a course requirement in the Global Communication core concentration

How do pictures—both moving and still—create for us an almost palpable world of objects and events? How do we create meaning from the many visuals presented to us on a daily basis? The emerging fields of visual rhetoric and visual culture encompass and overlap with many areas in visual studies: semiotics, persuasion, photography, art, and cultural studies. In this course students will ask two questions that frame the visual conversation: “How do images act rhetorically upon viewers?” and “What is the response of individuals and groups to the various forms of visual media within a given culture?” (3 credits) *Annually*

COMM 299 – Special Topics in Communication

Prerequisite: COMM 100 or COMM 101

Examines topics from the various content areas of Communication suitable for a first or second year level. Initiated by student demand, interest of instructor, or timeliness of offering. The course, not the topic, may be repeated for credit. (1-3 credits) *Special Offering*

COMM 305 – Mass Communication Theory and Criticism

Prerequisites: COMM 100; or COMM 101 and COMM 111

Reviews factors that have shaped the nature of contemporary mass media, their content and their audiences. Examines theories of the process and effects of mass communication and how they relate to the goals and activities of professional communicators. (3 credits) *Fall, Spring*

COMM 330 – International Communication

Prerequisite: COMM 100 or COMM 101, and junior standing

International communication examines the role of media and communication technologies in the changing global political economy. This course will introduce students to the different media systems around the world. By both analyzing the content and context of these various media sys-

tems, students will gain a keen appreciation and understanding of cultural difference in the production and reception of media texts, audiences, and institutions. Further, students will explore the complex roles of western media and communication technology in the international arena and discuss specific aspects and issues with regard to their historical, political, and economic ramifications. (3 credits) Spring

COMM 340 – Mass Communication Research

Prerequisites: COMM 220 and COMM 305

Introduction to the philosophy and process of social-scientific research and the most common methods used to study mass communication especially as they apply to the practice of public relations and marketing communication. Includes a variety of research methods, an examination of data analysis procedures, and an analysis of mass communication issues. (3 credits) Fall, Spring

COMM 350 – Public Relations Techniques

Prerequisite: COMM 220

Introduces students to the various skills and techniques employed by public relations professionals, including writing for public relations, media relations, special events, and crisis management. Students get hands-on experience understanding the uses of, and preparing copy for, news releases, news kits, advertisements, collateral materials, annual reports, speeches, audio/visual scripts and Public Service Announcements. (3 credits) Fall, Spring

COMM 360 – Communication in Organization

Cross-Listed: PA 360

Prerequisites: COMM 100 or COMM 101

A study of the nature and importance of communication in complex organizations such as corporations and agencies. Topics include communication theory, theory of organizations, managing communication in organizations, and effects of communication on behavior and attitudes. (3 credits)

COMM 365 – Digital Media in a Global Context

Fulfills a course requirement in the Global Communication major, minor and core concentration.

Prerequisites: COMM 100 and junior standing or consent of instructor

Digital Communication is the fastest growing sector of digital media worldwide. As Marshall McLuhan predicted, the Global Village, as it is constructed on the Internet, is increasingly made up of virtual centers where people congregate and communicate, and where national and social boundaries disintegrate. From Kalamazoo to Korea, online environments draw millions of users and create virtual world and “dirt world” economies. This course examines online communication such as social computing, multi-player environments and other digital communication technologies in order to develop digital media literacy and to cultivate ethical digital practices. (3 credits) Spring, Alternate Years

COMM 375 – Global Audiences, Global Consumers

Fulfills a course requirement in the Global Communication major, minor and core concentration

Prerequisites: COMM 100 or COMM 101 and junior standing or consent of instructor

Given the increase in transnational movement of media content, the concept of the “audience” has now taken on international dimensions. We can now conceive of audiences in national and international contexts, as spread across nations around the world, and as interacting with media texts produced by global media industries. *Global Audiences, Global Consumers* addresses all these facets of international audiences, looking specifically at how the unique social and cultural characteristics of international media audiences/consumers influence how they interpret transnational media texts. The course will examine, on one hand, the extent to which audiences around the globe adapt transnational media content to their particular lives, and, on the other hand, how they “buy into” the dominant (Western) worldviews of these texts. Throughout the course, students will 1) get a sense of the breadth of the field of audience studies by examining the development of this field across numerous disciplines, and 2) take an in-depth look at inter-

national audience studies by exploring representative research studies in this area. (3 credits) Fall, Alternate Years

COMM 380 – Visual Media in a Cultural Context

Prerequisite: COMM 100 or COMM 101, and junior standing

Culture mediates visually between individuals and their society. Visual media takes the form of films, paintings, web sites, interactive media, video and advertising. In this course we explore visual media in a cultural context by examining visual cues and patterns and their significance as we try to identify a society’s cultural aesthetic. We look at what is unique to a culture and what is seemingly universal. We try to identify our own cultural filters, and increase our awareness of other filters and their underlying values. We ask, “What is cultural reality?” and examine how cultural collisions act as a catalyst in shaping the self, family, community and the culture at large. (3 credits) Spring

COMM 390 – Qualitative Research Methods in Communication

Prerequisite: COMM 100 or COMM 101, and junior standing

This course is designed to give students an introduction to the qualitative methods used in the communication discipline. The course will cover qualitative research methods such as ethnographic approaches in communication and rhetorical/historical/textual criticism that include analysis of cultural artifacts such as books, movies, videos, magazines, etc. (3 credits) Fall

COMM 401: Entertainment Public Relations

Prerequisite: COMM 300 and COMM 305

This course is designed to allow students to explore public relations strategies in the specific industry of entertainment, both in the critical context of the related communication and media theories, and as a practical management technique. Students will be able to apply communication theory and management skills to both traditional and emerging media and develop specific skills necessary for the entertainment industry. Students explore case studies from the experts while critically examining the inner workings of the industries involved. Finally, students will learn how to conceptualize and execute key communication strategies to achieve specific industry/organizational goals within the entertainment realm. (3 credits) Special offering

COMM 420 – Public Relations Case Studies

Prerequisite: COMM 350

Through the use of case studies, explores the trends and issues affecting large organizations. Examines crisis management, public affairs communication, consumer affairs, employee relations, environmental problems and issues of multinationals. Emphasis is on placing students in managerial, decision-making roles that require them to apply strategic communication planning and implementation to successfully address organizational issues and concerns. (3 credits) Fall, Spring

COMM 431 – Special Topics in Public Relations

Prerequisites: COMM 220 and junior standing; or consent of instructor

Emphasizes specialized areas related to public relations not regularly offered by the University. The variety of possible topics may include, but are not limited to: Public Relations for the Entertainment Industry, Public Relations for the Sports Industry, Public Relations in Non-profit Settings, New Technologies and Public Relations, Media and Persuasion. (1-3 credits) Special Offering

COMM 432 – Special Topics in Global Communication

Prerequisites: COMM 250 and junior standing; or consent of instructor

Emphasizes specialized areas related to global communication not regularly offered by the University. The variety of possible topics may include, but is not limited to: International Journalism, International Public Relations, The Global Entertainment Media Marketplace, and Emerging Communication Technologies and the Global Economy. (3 credits) Fall, Spring

COMM 460 – Internship

Prerequisites: Junior or senior standing, either COMM 250 or COMM 370, and a 2.33 GPA in communication courses

Grants academic credit to students who work on a part-time basis in selected positions, usually without financial remuneration. Students select from a variety of positions offered at local radio and television stations, local newspapers, public relations offices, numerous not-for-profit organizations and government agencies. (3 credits) Fall, Spring

COMM 465 – McLuhan's Global Village: Media & Culture in the 21st Century

Prerequisite: COMM 100, and junior standing or consent of instructor

This seminar course examines the media of the 21st century through a media ecological lens using deep readings in two of McLuhan's works, *The Global Village* and *Understanding Media*. Written in the latter half of the 20th century, McLuhan's works display a prescience that makes them relevant in this digital age. Will the Internet make us a global village? Or will it fragment our societies? What does it mean to be human in this age of digital media technology? Readings in works by McLuhan scholars Paul Levinson, Robert Logan and others bring McLuhan's ideas into the 21st century. (3 credits) Spring Alternate Years

COMPUTER INFORMATION SYSTEMS**CIS 100/SEC 100 – Introduction to Personal Computer Hardware**

Cross-Listed as SEC 100

This course introduces the fundamentals of personal computer (PC) hardware. This hands-on course exposes the student to technology from a practical perspective. In the course, students will build a personal computer, install networking components, and learn about basic networking and connectivity. In addition, students will install two different operating systems in their computer and a variety of other utility and application software. An additional supply fee will be assessed for this course. (3 credits) Fall

CIS 102 – Computer Applications in Business

Introduces students to the elements of business conducted via the Web, which is the paradigm of 21st century business transactions. Focused on the development of a database in Access and the design and deployment of a Web site, this course integrates the information management and communications aspects of the digital business environment. Taught in an interactive hands-on computer classroom. (3 credits) Fall, Spring

CIS 105 – Introduction to Spreadsheets, Database & Project Management

Computer knowledge and expertise is often the deciding factor between the success and failure of individuals, groups, organizations, and businesses. In this course, students learn how to use three essential Microsoft programs: Excel, Access and Project. During class students solve frequently encountered, real-world problems. Spreadsheets plays an important role in analyzing, manipulating, presenting data, and modeling business problems. Database concepts allow the storage, querying, and research of large data sets while also facilitating data mining techniques. Project provides tools for managing, costing, and scheduling projects. Together, these applications provide a strong technological foundation for a student or professional in any discipline. These skills are taught hands-on in a computer classroom. This course fulfills business core requirements for students under the 2010 and later catalogs. Students may not receive credit for both CIS 101 and CIS 105. (3 credits) Fall, Spring

CIS 200 – Introduction to Computer Programming: Animation and Games

This course for non-majors and majors introduces the basic concepts of computer programs in a visual environment. Beginning with program flow, the course introduces data description, control structures, and object oriented techniques. By focusing on algorithmic thinking, the course

offers a mode of critical thinking that has become increasingly important as computers become ubiquitous. (3 credits)

CIS 206 – Introduction to Web Development

This course offers a practical hands-on approach to designing, creating and uploading sites for the Web. Using applications such as Macromedia Dreamweaver and Macromedia Fireworks, students in this course construct a multi-page Web site complete with links to other sites, photographs they have scanned and enhanced, and graphics and animations they have created. Students learn how images, audio and video are represented digitally and transmitted on the Web, and how to optimize information to provide visitors with quick response and high quality. Offered in an interactive hands-on computer classroom. (3 credits) Fall, Spring

CIS 210 – Database Management

This hands-on course introduces students to the world of relational databases by taking students on a step-by-step journey through the process of database design and implementation. In this course you will learn about data organization strategies, entities and attributes, tables and relationships, primary and foreign keys, normalization, integrity constraints, and hardware characteristics and constraints as well as database implementation using Microsoft Access and VBA. Theory is immediately put into practice as you apply each new concept and technique to your own database project. Offered in an interactive hands-on computer classroom. (3 credits) Spring

CIS 299 – Web Development Center I

Sam is taking CIS 299. Her team is competing with three other teams to develop a Web presence for an actual client. The client, not the professor, will pick the winner. Each team is multidisciplinary often including students from Communication, Graphic Design, Journalism, Marketing, Public Relations, Web Development, or Visual Arts. Each brings expertise and a unique perspective to the project. Working within a Content Management System, Sam's team must seamlessly integrate each of these unique perspectives. Sam is finding that explaining her design decisions to the client presents a whole new set of challenges...experience that will come in handy on job interviews. The only prerequisite is the ability to create a web page layout using CSS (CIS 206 or other experience). (3 credits) Spring

CIS 305 – Doing Business on the Web

Prerequisite: Junior Standing

Offered in a computer classroom, this "hands on" course introduces students to the tools and concepts necessary to develop and plan an online business, and to implement the website. Myriad business on the web considerations and issues are examined by reviewing actual internet case studies throughout the semester, e.g., Amazon.com. A significant component of the course is the study of extant web businesses which have succeeded and others that have failed. Case studies familiarize students with many of the best and worst web practices. Issues of web development are explored including legal considerations, marketing strategy, management techniques, accounting methodology, and financial practices. Students determine most aspects of their own small business including business goals, web software, internet server provider, website design, search engine strategy, and website testing. The website promotes and tracks its own effectiveness; in addition, inventory, if any, and customer transactions are maintained and monitored by interacting with, and updating, the student created database. Students launch and promote their business website on a commercial server that allows web access for mock transactions by students and faculty. In addition, students will test and further develop their website in Google's simulated business web environment. (3 credits) Fall, Spring

CIS 306 – Web 2.0: Creating Expressive Web Sites

Prerequisite: CIS 206

Students in this hands-on course learn how to bring a Web site to life with animations, transforms, transitions, audio, video, media queries, gradients, web fonts and shadows. They discover how to set their creativity free using HTML5, CSS3, jQuery and Javascript. (3 credits) Spring

CIS 325 – Web Client: JavaScript*Prerequisite:* CIS 206

Modern web sites are a blend of technologies. Hypertext Markup Language and Cascading Style Sheets define the appearance of web pages. Active Server Pages (ASP) or similar systems such as php, jsp or cfm are used to provide access to databases stored on web servers. JavaScript is the dominant language for controlling web page behavior on the client side of the system. JavaScript provides a way to validate form data, handle rollover effects, rotate advertisement content, generate dynamic menus and a host of other effects users have come to expect. By the end of this course you will be comfortable writing JavaScript, reading JavaScript code written by others and using widely available JavaScript libraries and APIs (such as the Google Maps API) as part of your web development efforts. (3 credits)

CIS 350 – Geographic Analysis of Data: An Introduction to GIS*Prerequisite:* Junior standing

This course is a hands-on introduction to GIS. A Geographic Information System (GIS) is a tool for creating maps and for doing spatial analysis – that is, asking your maps questions and getting maps to assist in decision-making and problem solving. Typical applications include customer, crime, pollution and voting maps. You will learn to use existing geographic data sets and to incorporate your own data. You will build maps with multiple layers in an attempt to support an argument or to solve a problem that relates to your specific discipline. (3 credits)

CIS 360 – Marketing on the Web (cross-listed as MRKT 360)*Prerequisites:* CIS 206 and MRKT 200 (CIS 206 may be taken concurrently)

Examines how the Internet is altering the exchange of goods and services between buyers and sellers. Investigates the role of the Internet as an integral element of marketing strategies, incorporating a critical evaluation of electronic commerce strategies. As students create their web site(s) they study, experiment with, and discover the elements of effective business Web site design, the principles of marketing research on the web, and methods of implementing marketing communications strategies via the Web. Offered in an interactive hands-on computer classroom. (3 credits) Spring

CIS 375 – Data Communications and Networking*Prerequisite:* Introductory Course in Computing

Introduction to basic data communications concepts and their application to local area networks through lectures, discussions of case studies, and hands-on projects. Experience with both peer-to-peer and client/server networks. (3 credits) Fall

CIS 399 – Web Development Center II*Prerequisite:* CIS 299 – Web Development Center I

Web Development Center II continues the experience of Web Development Center I (CIS 299). In the second semester students take on a management and mentoring role in the project, possibly as a team leader. Mentor/managers play a larger role in formulating project strategy and in the interface between your team and the client. They also take charge of site promotion including search engine optimization (SEO) strategy and the design and implementation of effective landing pages. The team project will become part of each student's professional portfolio. (3 credits)

CIS 403 – Systems Analysis and Design*Prerequisite:* CIS 210

Students learn to translate user requirements into finished computer applications. Principles of structured systems analysis and design are explored utilizing case study method. Topics include the role of the analyst, the activities and products associated with a structured systems development project, and the use of specification tools such as Data Flow Diagrams, and Entity Relationship Diagrams. Implemented with state-of-the-art CASE software tools (3 credits) Spring

CIS 425 – Webserver: Scripting and Database Connectivity*Prerequisites:* CIS 200 and CIS 206 or permission of instructor.

Would you use Facebook if everyone could see all your information? How do Netflix and Amazon decide what other titles you might be interested in? Twitter can send a text message to your phone. How does that work? All these features are created using server-side techniques. In this practical hands-on course you'll use tools such as Dreamweaver, Blend, Expression Web and Visual Studio, MySQL and SQL Server to create Web sites that incorporate features like these. (3 credits)

CIS 430 – Special Topics in Web Development*Prerequisite:* Consent of instructor

Selected topics provide study in areas chosen by students in consultation with faculty. Provides an advanced level of course work or research in web development. (3 credits) Special Offering

CIS 469 – Web Development Coop*Prerequisites:* Senior standing in Web Development and consent of instructor

This course is designed to prepare students for the transition from academia to the real world, and to allow them to "sample the water" of their chosen profession. Prior to starting their internship, students are guided through the experience of preparing a resume, conducting a job search for an appropriate position, and applying for a position. Students select from a wide variety of positions offered at local businesses, computer companies, consulting firms, non-profit organizations, and government agencies. During the semester students perform meaningful tasks, usually without financial remuneration for their company, either individually or a part of a team. Students receive feedback and guidance from their employers, their RWU Career Services advisor, and their faculty sponsor. (3 credits) Fall, Spring

CIS 499 Web Development Center III*Prerequisites:* CIS 399 – Web Development Center II

Web Development Center III is the capstone experience begun in Web Development Center I (CIS 299). Third-semester students direct the project strategy and the interface between the team and the client. In addition, they ensure that appropriate analytics are in place to evaluate the degree to which the site meets the site goals. Third-semester students also evaluate and select appropriate technology, including the Content Management System and custom coding options, and develop and integrate a social media (Facebook, Google+, etc.) strategy to complement the site's Web strategy. The team's project becomes part of each student's professional portfolio. (3 credits)

COMPUTER SCIENCE**COMSC 110 – Introduction to Computer Science and Lab**

A broad-based introduction to the core concepts of computer science with an emphasis on program design. Topics include basic algorithms and data structures, recursion, event-handling, and object-oriented concepts. The course employs the Java programming language to develop interactive applets designed to run within the student's World Wide Web home page. (4 credits) Fall

COMSC 111 – Data Structures and Lab*Prerequisite:* COMSC 110

This course is designed to build on the student's basic programming knowledge. Major emphasis is placed on object-oriented design, programming methodology, data structures, and abstract data types as tools for analysis, design, and implementation of software modules to meet specified requirements. Students will learn and employ several well-known data structures and algorithms. Techniques of searching, sorting, recursion, and hashing will be examined. Data structures such as sets, heaps, linked lists, stacks, queues, and trees will be covered. There is an introduction into the consideration of complexity and efficiency of algorithms. Students will

implement software solutions by employing problem decomposition and selecting the appropriate algorithms and abstract data types. (4 credits) Spring

COMSC 210 – Principles of Computer Organization and Lab

Prerequisites: COMSC 111 or permission of instructor

Presents a detailed picture of contemporary computer systems with an emphasis on their hierarchical structure and the interplay between their hardware and software subsystems. Topics include digital logic; the architecture of processor, memory, and I/O subsystems; and the implementation of HLL abstractions. Parallel and RISC architectures may also be examined. Programming is in C/C++ and assembly language. (4 credits) Fall

COMSC 220 – Analysis of Algorithms

Prerequisites: COMSC 111, MATH 221 or permission of instructor

This course studies analysis of algorithms and the relevance of analysis to the design of efficient computer algorithms. Algorithmic approaches covered include greedy, divide and conquer, and dynamic programming. Topics include sorting, searching, graph algorithms, and disjoint set structure. NP-completeness and approximation algorithms are also introduced. (3 credits) Spring

COMSC 230 – Principles of Programming Languages

Prerequisites: COMSC 111 or permission of instructor

Examines fundamental issues in the design, implementation and use of modern programming languages, while emphasizing alternative problem-solving paradigms and languages developed for exploiting them. Topics include procedural, functional, declarative, and object-oriented languages; the specification of syntax and semantics; and language implementation issues. Several modern languages are used to illustrate course topics. (3 credits) Spring

COMSC 240 – Theory of Computation

Prerequisites: COMSC 111, MATH 221 or permission of instructor

Formal models of computation provide the framework for analyzing computing devices, with the goal of understanding the types of computations, which may be carried out on them. Finite and pushdown automata and the classes of languages, which they recognize, occupy the first part of the course. The remainder of the course addresses Turing machines, recursive functions, Church's Thesis, undecidability, and NP-completeness. (3 credits) Fall

COMSC 310 – Language Translation and Compiler Design

Prerequisites: COMSC 220, COMSC 230, COMSC 240

Examines the design and implementation of compilers as an application of algorithms, data structures, and formal language theory in a software engineering context. The lexical analysis, parsing, code generation, and optimization of programs written in a block-structured language are used to illustrate many concepts from earlier courses. Students implement a translator for a subset of a well-known programming language. (3 credits) Spring

COMSC 320 – Principles of Operating Systems

Prerequisites: COMSC 210, COMSC 220

Examines problems which arise when limited machine resources must be shared among many contending processes; the software and hardware solutions which have been devised to address these problems; the algorithms and data structures used to implement disk files systems, memory management, multiple concurrent processes, and inter-process communications. Also considers efficiency and security issues, as well as the relationship between machine architecture and system software design. (3 credits) Fall

COMSC 331/BIO 331 – Bioinformatics and Lab

Cross-Listed as BIO 331

Fulfills a course requirement in the Biology Core Concentration and Biotechnology Certificate

Prerequisite: BIO 200 and COMSC 110 or consent of instructor

The course reviews the fundamental concepts of molecular and evolutionary biology, with a focus on the types of questions that lend themselves to computer analysis. In web-based exercises students will become familiar with the content and format of the most commonly used databases and learn to query them with the associated search engines. Some of the basic algorithms used to compare and order sequence data will be presented, along with the programs that are used to evaluate the inferred patterns statistically and to present them graphically. A weekly computer-programming lab will train students to write simple scripts to extract sequence information from databases and to search for specific patterns within these data. (4 credits) Alternate Spring

COMSC 401 – Computer Science Senior Seminar

Prerequisite: Senior standing or permission of the instructor

This seminar will meet once each week and will include all seniors majoring in computer science. Practicing professionals will present seminars on topics of current interest. Topics typically addressed will include professional ethics, state-of-the-art developments, business practices and procedures. Speakers will be drawn from the business, government and academic communities. Students will be required to maintain a journal and to participate in a professional reading program. (1 credit) Spring

COMSC 410 – Artificial Intelligence

Prerequisites: COMSC 220, COMSC 230

The objective of the course is to introduce the basic concepts of artificially intelligent systems. Topics include knowledge representation, search strategies, control, and pattern recognition. Formal logic, natural language understanding, and "expert" systems are covered along with their applications in science, medicine, and mathematics. Special attention is given to fundamental AI representation and problem-solving techniques. An introduction to expert system "shells" and other AI languages is provided. (3 credits) Spring

COMSC 450 – Special Topics

Prerequisite: Senior standing or permission of the instructor

Independent Study. This course is designed to allow advanced seniors in computer engineering and computer science to pursue more advanced study or research on selected topics under the supervision of a faculty member. Regular meetings, written reports, and final exam or term paper are required.

COMSC 490 – Integrated Senior Design I

Prerequisites: COMSC 210, COMSC 220, COMSC 230

This course provides experience in the integration of math, science, engineering and computer science principles into a comprehensive computer science client-based design project. Open-ended problems emphasizing a multidisciplinary approach to total system design providing multiple paths to a number of feasible and acceptable solutions that meet the stated performance requirements. Design teams are required to generate alternatives, make practical approximations, perform appropriate analysis to support the technical feasibility of the design and make decisions leading to an optimized system design. (3 credits) Fall

COMSC 492 – Integrated Senior Design II

Prerequisite: COMSC 490

A continuation of Integrated Senior Design I, students will be expected to develop a working prototype. Working closely with a faculty advisor, student teams will conduct periodic review presentations for their client ensuring the design meets the clients' needs and expectations. The course objectives include the delivery of a successful project to the client by the end of the semester. (3 credits) Spring

CONSTRUCTION MANAGEMENT

CNST 100 – Introduction to Construction Management

An introduction to college and the construction industry. The course will discuss the responsibilities of successful college students and industry professionals. The course will analyze the cultural context of construction, emphasizing its centrality in the evolution and expansion of the built environment. Current “mega” projects, industry trends and technologies, and behavioral expectations will all be discussed. (3 credits) Fall

CNST 116 – Computer Applications for Construction

Prerequisite: CNST 130

Uses the computer for formulation, analysis and solution of typical construction management problems. Special attention is given to spreadsheet packages and AutoCAD that are used in subsequent construction management and science courses. (3 credits) Spring

CNST 130 – Plans, Specifications and Building Codes

The fundamental study of all construction documents to include: drawings, specifications and building codes. The student will examine the relationship among drawings, specifications and codes and how to use the included design information to perform a quantity takeoff, an estimate, or build a project. (3 credits) Fall

CNST 200 – Construction Methods and Materials and Lab

A discussion of the behavior and properties of materials commonly used for construction, including wood, aggregates, Portland cement, and metals. Examines basic construction techniques of building materials and components including form work, steel erection and wood framing. (4 credits) Spring

CNST 201 – Advanced Construction Methods and Materials and Lab

Prerequisite: CNST 200

Advanced studies in construction building materials and components. Emphasizes comprehensive analysis of material with respect to design, specifications, construction methods, testing, and inspection. Testing of soils, asphalt, concrete. Structural and behavioral characteristics, engineering properties, measurements, and applications of construction material. (4 credits) Fall

CNST 250 – Construction Equipment

Prerequisite: CNST 116, ENGR 115 or permission of instructor

Emphasis on engineering construction equipment to include categorization by design and function. Students will learn to calculate engineering equipment operation and maintenance costs using the time value of money, apply engineering fundamentals of earth moving to the implementation of engineering equipment, and perform engineering equipment production estimating (3 credits) Spring

CNST 260 – Construction Estimating and Scheduling

Prerequisites: CNST 116 and CNST 201

An introduction to the fundamentals of construction estimating and scheduling. Conceptual, square foot, systems and unit price estimates will be studied and basic CPM scheduling theory to include bar charts and network schedules. (3 credits) Spring

CNST 302 – Surveying and Lab

Prerequisite: MATH 136

Theory and practice of plane and route surveying involving the use of tape, transit, and level for measuring traverses, determining topography, sectioning. Includes site layout and design, and vertical and horizontal curves. (4 credits) Fall

CNST 304 – Applied Structures

Prerequisite: ENGR 210

Emphasizes torsional and bending behavior of members and resulting internal stresses; combined stresses; beam sections, beam deflections, and beam design considerations; elastic buckling, column analysis, and column design considerations; approximate analysis of indeterminate structures. (3 credits) Spring

CNST 321 – Advanced Building Estimating

Prerequisite: CNST 260

Detailed unit price cost estimating including quantity takeoff, labor, material and equipment unit pricing, and computer applications. The course will also examine bidding strategies, worker and equipment productivity, and value engineering. (3 credits) Fall

CNST 430 – Special Topics in Construction Management

Prerequisite: Permission of instructor

Selected topics determined by student needs and/or the availability of appropriate instruction. (3 credits) Special Offering

CNST 445 – Construction Project Management and Safety & Lab

Prerequisite: CNST 260

Organization and management theory applied to the construction process, including leadership functions, ethical standards, project planning, organizing and staffing. Safety procedures and equipment. OSHA requirement for construction. (4 credits) Fall

CNST 450 – Construction Planning and Scheduling

Prerequisite: CNST 260, MATH 124

Various network methods of project scheduling including AOA, AON Pert, bar-charting, line-of-balance, and VPM techniques. Microcomputers used for scheduling, resource allocation, and time/cost analysis. Lecture, lab. (3 credits) Spring

CNST 455 – Mechanical and Electrical Design for Buildings

Prerequisite: Junior standing

A basic study of the primary mechanical and electrical equipment and systems used in buildings. Design principles for selecting and sizing various systems are stressed throughout the course. Mechanical topics include plumbing, heating, ventilating, air conditioning, water supply, fire protection, and sanitary sewer systems. Electrical topics include basic principles of electricity, single and three phase systems, transformers, branch circuits and feeders and residential and commercial illumination. (3 credits) Spring

CNST 460 – Construction Management Internship

Prerequisite: Permission of advisor

This course is designed to prepare students for the transition from student to professional by formalizing experience gained in employment. To register for this course, students must comply with the guidelines established by the RWU Career Center for internships. Students who successfully complete the internship in compliance with Career Center standards will have the course entered on their transcripts along with the name of the firm in which the internship was taken. (0 credit)

CNST 475 – Construction Project Control

Prerequisites: CNST 321, CNST 450

An examination of the activities involved in the effective management of single and multiple construction projects. The course includes the study of basic control theory, the preparation of control models, the collection of actual production data, the computation of project performance, and the determination of appropriate corrective action. (3 credits) Fall

CNST 480 – Capstone Project, Ethics and New Technology*Prerequisites: Senior standing and permission of instructors*

Students will work with an industry advisor to develop a preconstruction plan for an actual construction project. At a minimum, this plan would include a project estimate and schedule, field and home office organization, a site logistics plan and a schedule of values. A formal presentation will be made to an industry panel. The course also addresses professional ethics through a case study and includes a research paper requirement. (3 credits) Spring

GRADUATE COURSES**CNST 510 – Modeling and Simulation Techniques for Construction Management***Prerequisites: Graduate standing or permission of instructor**Delivery: Online*

As construction projects become larger, more sophisticated, more complicated, and fast-tracked, the requirement for mathematical analysis and prediction of the outcome moves from being important to being critical for the success of the project. This course will introduce the student to useful techniques of analysis that require inexpensive, readily available software tools. This course explores the following topics: risk assessment, analysis and management; decision-making for probabilistic events; Total Quality Management (TQM) and Statistical Process Control (SPC); linear programming for project planning; game theory applications in the construction industry; and, simulation modeling of construction projects. (3 credits) Fall

CNST 515 – Project Enterprise Management and Control I*Prerequisite: Permission of instructor**Delivery: Residential practicum*

Today's construction executive must understand the business of the construction enterprise. Working in a case study format, students will explore the various elements of the construction business to include: strategic planning, work acquisition, project control, financial management, and human relations. Course is offered in a practicum format. (3 credits) Special Offer

CNST 520 – Construction Negotiations*Prerequisites: Graduate standing or permission of instructor**Delivery: Online*

No construction project is ever built to the plans and specifications generated at the start. No set of plans and specifications ever accurately reflects what the owner had in mind. Conflicts are inevitable in the construction process. Every project participant must realize these facts and develop ways to resolve the conflicts to produce a good product with the maximum amount of satisfaction on the part of all participants. This course will evaluate techniques that can produce the product and the satisfaction quotient desired. Topics include: alternate methods of dispute resolution; methods of managing client expectations; professional practice and ethics; team-building methods; common characteristics of successful leaders; a consideration of personal network systems; communication in its many forms; goal alignment – how to do it and why it is important; managing meetings; and, current project successes and failures. (3 credits) Fall

CNST 525 – Pre Construction Planning and Project Delivery*Prerequisites: Graduate standing or permission of instructor**Delivery: Online*

Successful construction projects require significant project collaboration; owners, designers, and constructors all come to the project with different visions that must be aligned. Early in the project the owner's needs are balanced by the reality of cost and schedule. Concurrently, the inherent risks are identified and a decision is made as to how the project is best delivered. The course will examine the alternate methods of project delivery as well as the technologies that can be used to maximize project value. A particular focus will be placed on estimating and scheduling during the

pre-construction stage of a project to include Building Information Management (BIM) and other tools that can be used to maximize value and improve constructability. (3 credits) Special Offer

CNST 530 – Personnel Management and Law*Prerequisites: Graduate standing or permission of instructor**Delivery: Online*

One of the largest cost elements in any construction project is the cost of personnel. The penalties incurred if the letter and the spirit of the current laws affecting personnel management are not observed are potentially devastating to the cost and schedule for any construction project. This course will examine the current requirements and trends for the personnel laws governing the construction industry. Topics include: typical employment contract requirements for management personnel and building trades personnel; the impact of "work rules" on estimating and scheduling; "trade-offs" for modifying various "work rules" and determining the legality of the managers' ability to modify "work rules"; the economic impacts of "work rules" and "trade-offs"; case studies in labor relations and labor relations effects on bidding and executing construction contracts; salient decisions in labor law from the US Courts system in the last twelve months and how they are likely to affect the construction industry; recent trends in international labor law or labor law in a single foreign country to compare and contrast how the construction industry operating in a foreign environment will be affected. (3 credits) Spring

CNST 540 – Sustainable Construction*Prerequisites: Graduate standing or permission of instructor**Delivery: Distance Delivery*

This course develops an awareness of environmental problems created by construction projects. The course also examine the means and methods of addressing these problems in a "green" way. Sustainability must be addressed on a life-cycle basis from the origins of the building materials, through the construction process, ending with the eventual disposal of the project. Topics include: LEED history and application; life-cycle costing; energy measurement; sustainable site planning and; "green" technologies; sustainability as a value-engineering exercise; the methods and means of sustainable construction; "green" site logistics; educating the sustainable work force; sustainable construction and public relations. (3 credits) Fall, Spring

CNST 545 – Construction Organization, Control and Logistics*Prerequisites: Graduate standing or permission of instructor**Delivery: Distance Delivery*

This course addresses the analysis and control of construction projects using advanced techniques for budgeting and scheduling. Topics include: hierarchical company organizations with line and staff components in the control and logistical support of construction projects; response cycle time for company organizations; cost control schemes for allocating resources to construction activities; the administrative overhead costs for control and logistical processes; the susceptibility of a logistical support system to fraud; and, the applicability of a control and logistical support system to joint ventures. (3 credits) Fall, Spring

CNST 550 – Special Topics in Construction Management*Prerequisites: Graduate standing or permission of instructor**Delivery: Arranged with instructor*

Selected topics determined by student needs and/or the availability of appropriate instruction (3 credits) Special Offering

CNST 555 – Advanced Construction Law*Prerequisites: Graduate standing or permission of instructor**Delivery: Distance Delivery*

An examination of the legal system and the maxims of law, as applicable to the construction industry. The course will primarily focus on United States law, but will also address construction in an international environment. The course will look at the bidding and award of construction

projects, dispute resolution, delays and acceleration, differing site conditions, bonding, insurance and contract interpretation. Topics include: bidding requirements for public works projects; changed conditions for public works projects; arbitration requirements for contract disputes; liens and lien release requirements; criminal investigations; regulatory infringement investigation; and, reporting requirements for progress payments. (3 credits) Fall, Spring

CNST 560 – Project Delivery II

Prerequisite: Permission of instructor

Delivery: Residential practicum

Continuation of the topics presented in CNST 515 with special emphasis on the emerging paradigm of Integrated Project Delivery (3 credits) Winter

CNST 565 – Customer Development and Winning the Construction Project

Prerequisites: Graduate standing or permission of instructor

Delivery: Distance Delivery

This course examines techniques of customer development, marketing, assessment of growth and its impact on the organization, assessment of integrating new technology in company operations and integrating these functions into the construction management team. Topics include: the referral system; publicizing successful projects and using that success for future projects; the role of the satisfied customer in winning future work; the cost and the value of keeping all stakeholders satisfied with the results of a construction project; the skill set of a construction project salesman and how it differs from the engineer, the accountant, and the constructor; and, case studies of winning profitable and unprofitable construction contracts. (3 credits) Summer

CNST 570 – Financial Planning for Construction Projects

Prerequisites: Graduate standing or permission of instructor

Delivery: Distance Delivery

Financial planning prior to the design of a major construction project is required to determine the feasibility of the project. The assembly of all the participants prior to commitment to a project assures the owners and the constructors that the project success is attainable. This course will review the similarities and differences in financial requirements for large national and international construction projects. Topics include: the financial framework for a construction project prior to the bid phase; the risk involved in funding a major construction project and developing funding alternatives to accommodate the risks identified; a collaborative approach to dealing with the owner of a construction project during the planning phase to alleviate funding issues; incentives for the constructor to provide the maximum feasible or the minimum feasible amount of funding for a construction project; sources of funding for a construction project (owner, vendor, sub-contractor, etc.); “what if” analyses that allow the Constructor to plan for contingencies during the construction process; and, assigning a quality value to any profit gained. (3 credits) Fall, Spring

CNST 580 – Advanced Construction Safety and Risk Management

Prerequisites: Graduate standing or permission of instructor

Delivery: Online

This course examines the uniqueness of the construction project and its challenges to safety. Topics include: the nature of the safety legislative and regulatory framework; divergent safety attitudes of construction parties; compressed work schedules and their impact on safety; how to calculate and apply the experience modification rate; how to manage safety in a continually changing work environment; practical ways to better educate the work force; OSHA policies and procedures applicable to construction; design with safety in mind; and, safety applied to site logistics plans. (3 credits) Summer

CNST 585 – Topics in International Construction

Prerequisites: Graduate standing or permission of instructor

Delivery: Online

Special considerations in international construction include, but not limited to, local laws; regulations, multiple government, private, and NGO funding sources; multiple stake holders (local populations, governments, quasi-government institutions, supra-government organizations, and private institutions); and political currents govern the planning and conduct of large construction projects. This course will provide an introductory summary of the challenges and rewards in International Construction. (3 credits) Summer

CNST 590 Master's Thesis Research

Prerequisites: Graduate standing or permission of instructor

Delivery: Distance Delivery

With the approval of his or her advisory committee, the student conducts independent research and analysis. The thesis is presented orally and in writing and in compliance with the guidelines of Roger Williams Graduate School. Research and analysis must be of a specific, approved topic relating to construction management such as “The Selection of the Most Effective Manner of Managing Sustainable Construction Projects”. This course will present research methods required to complete the Master's Thesis and must be taken in conjunction with CNST 595, Research Project. (3 credits) Fall, Spring

CNST 595 – Research Project

Prerequisites: Graduate standing or permission of instructor

Delivery: Arranged with advisor

A course offered for research in a Construction Management topic approved by the instructor. The product of the course will be an original research paper completed by the student with the advice of the instructor. (3 credits) Fall, Spring, Summer

CORE CURRICULUM

CORE 101 – Science, Technology and Society

Students must register for lecture and lab.

In all other cases, students must complete the Core science course described below.

This interdisciplinary course explores the most significant ideas of physics, chemistry, geology and biology in an attempt to answer the questions: How does order emerge in nature? How does the human species fit into this natural order? In the laboratory, students learn hands-on to apply concepts such as Newton's laws of motion, the laws of thermodynamics, the wave nature of light, photosynthesis and the carbon cycle, food chains and ecosystems, natural selection and evolution. Using these concepts, we can critically examine key issues affecting our world today, such as global warming and genetic engineering. Discussion of these issues will shed light on the three Core questions: Who am I? What can I know? Given what I know, how should I act? (4 credits) Fall, Spring

CORE 102 – History and the Modern World

This course investigates the roots of current democratic thought through the study of a selection of seminal texts from the Core History Canon, a collection including primary source material dating from classical Greece and Rome to the present. Faculty may enrich this exposition through a variety of multi-disciplinary sources such as scholarly analyses, films and documentaries, and works of the imagination including literature and art. (3 credits) Fall, Spring

CORE 103 – Human Behavior in Perspective

A study of “the individual in society,” this course draws from areas such as literature, psychology, sociology, anthropology, and biology, first to demonstrate the idea that multiple perspectives and frames of reference broaden our understanding of the same behavior, and second, to propose a

model for critical thinking about human behavior in general. Students explore the limitations of a single point of view and the benefits of information derived from multiple vantages as they consider key existential questions: Who am I? What can I know? And, based on what I know, how should I act? Readings include classic and contemporary works in the social sciences as well as literary works such as Ibsen's *An Enemy of the People*. Requires essays, group projects, and encourages attendance at co-curricular events. (3 credits) Fall, Spring

CORE 104 – Literature, Philosophy, and the Ascent of Ideas

This course explores the examined life through three basic questions that shape human experience: Who am I? What can I know? What should I do? Readings, discussions, and questions foster critical reflection and emphasize connections not only between literature and philosophy but also among disciplines such as art, history, psychology, and in response to philosophical and literary works. Currently Plato's *Euthyphro*, *Apology*, and *Crito*, are common readings. (3 credits) Fall, Spring

CORE 105 – The Artistic Impulse

This course examines a variety of masterworks and artists from the western traditions of art, dance, music, and theater. The course situates art and artists in historical perspective, emphasizes Classicism, Romanticism, Modernism and relates them to contemporary modes of expression. Works of art will be presented in context, so the impact of historical circumstance and cultural expectation on the creative artist will be apparent. Students will respond through oral and written analysis to masterworks studied in class and to works experienced at outside performances. While all sections of the course will include historic masterworks from the fields of art, theater, dance, and music, specific content of individual sections will reflect the interests and expertise of the professor. Throughout the semester, we also examine the work and ideas we study in order to explore the role, meaning and implications of questions that have shaped the human experience: Who am I? What can I know? How should I act? (3 credits) Fall, Spring

CORE 430 – Special Topics in Liberal Studies

Prerequisite: Core seminar, required for graduation

Core 101 through 105 and at least sixth semester standing

A variable -content Core Interdisciplinary Senior Seminar that builds upon the foundation of the five-course interdisciplinary Core. Each offering addresses a topic of recognized academic and educational significance, situates the topic in interdisciplinary contexts, makes connections between the domains of the freshman-sophomore Core, pursues inquiry into the course topic and its context through primary, substantive and Representative texts, and organizes the Seminar Topic according to one or more of the following schemes: great ideas, cultures, figures, or works (Western and/or non-Western). (3 credits)

CORE 441 – Disease and Society

Prerequisite: Core seminar, required for graduation

Core 101 through 105 and at least sixth semester standing

Throughout history, disease epidemics have had a profound impact on societies. In this course, students explore how five diseases (bubonic plague, smallpox, tuberculosis, malaria, and HIV) have influenced the art, literature, science, and behavior of cultures through time. We examine how individuals and societies try to regain control and bring order back from the chaos and confusion that disease can leave in its wake.

Readings include, but are not limited to, works by Boccaccio, Defoe, Boorstin, Jenner, Koch, Sontag, Mann, and Shilts; reports issued by the Center for Disease Control; and current scientific articles. (3 credits)

CORE 442 – Prejudice and Institutional Violence

Prerequisite: Core seminar, required for graduation

Core 101 through 105 and at least sixth semester standing

In this course we explore the conditions that promote some of the most devastating aspects of human experience. We also look at the options available to citizens, minority and majority members, caught in the complex web of interpersonal relations in these societies. The Holocaust and other genocides will be used to assess cultural commonalities. We approach these events from an interdisciplinary perspective drawing on the historical antecedents, scientific contributions, uses of art and literature, philosophical rationales, propaganda campaigns, and social scientific orientations. Discussion concludes with an exploration of ways by which individual prejudice can be reduced and with an investigation of measures which may prevent further episodes of genocide. Texts include: *Night/Dawn*, *Conscience and Courage*, short stories by Singer, *Books of Evil*. (3 credits)

CORE 443 – The Proper Order of Things?

Prerequisite: Core seminar, required for graduation

Core 101 through 105 and at least sixth semester standing

From the Monopoly board game to the Periodic Chart, we take the world we live in and put it in order. Understanding how things are categorized gives us a power over our world and finding a new way to order our world results in ground breaking discoveries. Just think of the scientific advances made possible once we understood that the planets revolve around the Sun instead of the Earth! This course investigates the history of set structures and categories established in our own primarily European-based culture, and compares them with how people organize their world in other cultures of contemporary and ancient Asia, Africa, Oceania and Native America.

Readings include selections from: Mark Francis and Randolph Hester, Jr. (eds.), *The Meaning of Gardens: Ideas, Place and Action* (on landscape design); Ivan Karp and Steven Lavine, *Exhibiting Cultures: The Poetics and Politics of Museum Display* (on classification of artifacts); Martin W. Lewis and Karen Wigen, *The Myth of the Continents: A Critique of Metageography* (on classifications of geography and mapping); Harriet Ritvo, *The Platypus and the Mermaid, and Other Figments of the Classifying Imagination*; Nathan Spielberg and Bryon D. Anderson, *Seven Ideas that Shook the Universe*; Mark Turner, *The Literary Mind*; and excerpts from contemporary films: *Party Girl*, *Angels and Insects*, *A Day on the Grand Canal With the Emperor of China*. (3 credits)

CORE 444 – Perspectives in World Culture

Prerequisite: Core seminar, required for graduation

Core 101 through 105 and at least sixth semester standing

All societies share in the struggle between the forces of order and chaos. In this course students explore this struggle, examining cross-cultural connections between Western culture and the cultures of India and China and investigating the similarities and differences among these cultures.

Readings include selections from: *Time Frames in History*, *Our Oriental Heritage*, *Rig Veda*, *Kathopanisad*, *Arthashastra*, *Asoka's Rock Edicts*, *The Gandhi Reader*, *Saints of India*, *The Koran*, *I Ching*, *Anthologies of Chinese Literature*, *Mao's Red Book*, *Sources of Chinese Traditions*, *Chinese Civilization: A Source Book*, and *China, A New History*. (3 credits)

CORE 445 – Creating the American Image: 1919-1941

Prerequisite: Core seminar, required for graduation

Core 101 through 105 and at least sixth semester standing

The common materials selected for this seminar are works created by Americans during the period of study that reflects the developing American image contemporary with their time. Additionally, students undertake and present the results of independent research on significant individuals, events, and trends of the period to broaden the area of class inquiry. Weekly discussion focuses on assessing and combining information from all sources to find common threads that connect this pivotal time period with our own.

Readings include: *The Beautiful and Damned* by F. Scott Fitzgerald; *Arrowsmith* by Sinclair Lewis; *Their Eyes Were Watching God* by Zora Neale Hurston; *The Grapes of Wrath* by John Steinbeck. (3 credits)

CORE 446 – Visions of Utopia: Dreams and Delusions

Prerequisite: Core seminar, required for graduation

Core 101 through 105 and at least sixth semester standing

Literally, the word “utopia” means “no place.” Yet, throughout history, people have imagined they could establish an ideal community in this temporal world of time and space. Often, the societies they envisioned were more just, prosperous, spiritual, beautiful, or compassionate than those that existed; at other times, what they proposed could only be characterized by the greed, cruelty, and ignorance it would engender.

Participants in this course will study “utopia” as a concept and a theme, a theory and a practice. This survey will take us from the pages of Thomas More’s *Utopia* to the ungoverned virtual space of the Internet. In the process, we will consider the way knowledge of utopias and dystopias shapes our world view and forms our ethos.

Readings include: *The Handmaid’s Tale* by Margaret Atwood, *Looking Backward* by Edward Bellamy, *Herland* by Charlotte Perkins Gilman, *Utopia* by Thomas More, *The Republic* by Plato, *Walden Two* by B.F. Skinner, and *Night* by Elie Wiesel. (3 credits)

CORE 447 – Cultural Creations: Women Across Time

Prerequisite: Core seminar, required for graduation

Core 101 through 105 and at least sixth semester standing

This course attempts to open our minds and imaginations to the complex subtleties of underlying gender assumptions implicit in gender/role “assignments.” From the first moments of our history, we human beings have categorized our surroundings, including our very selves, in an attempt to order our chaotic world. Stereotyping-reducing a complexity to a simple, easily identifiable formula, becomes an integral part of that ordering, a sort of communication “shorthand.” Sexual stereotyping becomes, for most civilizations, the basis not only for social structuring and division of labor, but also for value judgments and moral justification. Through the interdisciplinary lens – archeological, anthropological, artistic, economic, legal, literary, historical, philosophical, religious and scientific, this course seeks to unearth the complex beginnings and plot the evolution of sexual definition from prehistory to present day. (3 credits)

CORE 449 – Environmental Ethics

Prerequisite: Core seminar, required for graduation

Core 101 through 105 and at least sixth semester standing

Whereas ethics examines the interaction of humans with humans, Environmental Ethics examines the interaction of humans with nature. This is a relatively young field of study originating from a series of highly visible, interdisciplinary conflicts over resource management and conservation biology. It took years for society to recognize that we have the ability to irreversibly alter the environment, and even longer for us to develop a conscience over the result. Although we might like to think that the application of logical, objective scientific reasoning to environmental problems will lead to correct decisions, this is rarely the case. This course will introduce students to the philosophical, social, political, legal, economic and aesthetic considerations of environmental policy decisions. Students will come to understand the science behind a series of diverse environmental topics and then examine and balance the alternative perceptions that present themselves. This will engender discussion and reflection on the central questions of the RWU Core program (Who am I? What can I know? Based on what I know, how should I act?) as applied to environmental policy decisions. (3 credits)

CORE 450 – Are We of It or Against It? People and Their Planet in the 21st Century

Prerequisite: Core seminar, required for graduation

Core 101 through 105 and at least sixth semester standing

Artists, poets, novelists, filmmakers, photographers, scientists, historians and policymakers all attend to the relationships between people and their natural surroundings. Those in the creative arts tend to focus on the glory of nature often with little reference to, or even a conscious avoidance of, the role people play in nature; those in the social and physical sciences examine humanity’s increasingly intrusive interactions with nature. In this course we will investigate the place of humans in nature through the lens of multiple disciplines. We will read selections from nature writers and poets, including Walt Whitman, Annie Dillard, Barry Lopez, Edward Abbey and W.S. Merwin. Photographers Ansel Adams and Galen Rowell and the painters of the Hudson River school will join these writers to draw our attention to the complexity, beauty and interrelatedness of the natural world. The work of scientists, historians and policy analysts will serve as a counterpoint to these works as they draw out attention to the negative impact of human activity on the natural world. (3 credits)

CORE 451 – It’s All Greek to Us

Prerequisite: Core seminar, required for graduation

Core 101 through 105 and at least sixth semester standing

A Core Senior Seminar tracing the origins of the modern world back to its Greek roots. It is from the Greeks, more than from any other source, that the western world traces its origins. Our religions, our science, our literature, our philosophy, our artistic and dramatic forms, and our governmental concepts are all reflections (or, in some cases, rejections) of ideas and practices that can be traced to the world of the ancient Greeks (Hellenic and Hellenistic). This course will study those enduring traditions. Readings include *The Iliad*, *The Wine-dark Sea: Why the Greeks Matter*, and selections from Greek history, drama, and philosophy. (3 credits)

CORE 452 – Collecting Ourselves: Why We Build, Preserve and Display Collections

Prerequisite: Core seminar, required for graduation

Core 101 through 105 and at least sixth semester standing

Through readings, discussion, presentation, field trips and a research paper, this seminar will explore who we are and what we value through the collections we build. Gathering, preserving and displaying will be explored through psychological, social, scientific, historical, economic, aesthetic and political lenses. Students will read significant texts from a wide variety of disciplines addressing the particular problems of collecting in diverse fields of inquiry. Using the theories, ideas, and approaches gleaned from various disciplinary sources, students will understand how their own field of study is effected by the moral, esthetic, and social issues of collecting, saving, and displaying culturally or personally significant objects. This history of collecting, its personal and political motivations, as well as the ethical and scientific questions raised by collecting everything from paintings to biological specimens to postage stamps will be studied. (3 credits)

CORE 456: The Internet & the Digital Revolution

Prerequisite: Core Senior Seminar, required for graduation

Core 101 through Core 105 and at least sixth semester standing

Social commentators in the humanities and sciences have characterized our age of disruptive change as the “Knowledge Revolution”, “Third Industrial Revolution”, or the “Information Revolution”. The clearest example of these changes lies in the Internet with its gargantuan storehouse of data, terrestrial ubiquity, and vast communication reach. Creating and disseminating digital data is the keystone to this revolution. This course examines the origins of the internet, from Jacquard’s loom of the 1840 to the World Wide Web of today, from Morse’s communication with coded pulses to the interlinked fiber optic networks, and from the barter of goods in the marketplace to eBay and iTunes. The course examines the ramifications of these technologies through texts on areas such as the arts, science, education, culture, privacy, crime, national security, the economy, gaming and politics. Participants are expected to lead and participate in semi-

nar discussions on these topics. Participants are expected to have access to the internet, through either a computer or smartphone. (3 credits)

CORE 457: Families and Society

Prerequisite: Core seminar, required for graduation

Core 101 through 105 and at least sixth semester standing

This course serves as a capstone to the Core Curriculum at Roger Williams University. The Core Curriculum centers on three questions: Who am I? What can I know? Based on what I know, how should I act? Families often define who we are, what we know, and how we think we should act. This course explores the reciprocal influences of families on society and of society on the family. We explore the meaning of family across time and culture. This will include depictions and discussions of families in the arts, sciences, social sciences, and literature, as well as a consideration of the future of the family for individuals and society. (3 credits)

CORE 458: Technology, Self and Society

Prerequisite: Core Senior Seminar, required for graduation

Core 101 through 105 and at least sixth semester standing

This is not a technical course. Rather, it looks at how a technology emerges and may extend beyond its intended purposes. Today's college student has been surrounded by technology since birth. Portable music devices have more storage capabilities than was conceivable for desktop computers in the mid-90's. Technology is becoming more and more ingrained into the fabric of our daily lives. This course looks at the impact of technology beyond everyday devices. How did this happen and what does it mean for you as an active participant within a global society? Beyond computers themselves, the course explores other emerging technologies and the issues they raise, including technological impact on culture, ethics, privacy, and security in a global environment. (3 credits)

CORE 459: Popular Culture and Globalization

Prerequisite: Core seminar, required for graduation

Core 101 through 105 and at least sixth semester standing

This Core Interdisciplinary Senior Seminar will explore how popular culture and globalization have had, and continue to have, an impact on our lives (on both a local and a global scale). The nature of popular culture itself, as a particular kind of culture, will be examined and various examples of popular culture will be considered. The nature of globalization, as both a historical and contemporary phenomenon, will also be addressed as a topic in and of itself. Through examining these two significant forces separately and in relationship to each other we will gain a greater understanding of how these two phenomena influence our lives and the world in which we live. This understanding will allow us to more fully answer the central core questions: Who am I? What do I know? Based on What I know, what should I do? (3 credits)

CORE 461: Researching Race

Prerequisite: Core seminar, required for graduation

Core 101 through 105 and at least sixth semester standing

Does the election of Barack Obama in 2008 signal a turning point in better understanding race, and the practice of racism, in the United States? Has the US overcome its history of differential treatment according to race and culture? In this course, students will take the long view of the history of race in the United States, how racism is operationalized, and the impacts of such bias, both on people of color and Whites. Additionally, students will engage in research on race and racism. Through this research, students will fuse the theoretical with the lived racialized experiences of those in our country/community. (3 credits)

CORE 462: Sexual Identities

Prerequisite: Core seminar, required for graduation

Core 101 through 105 and at least sixth semester standing

This course explores the private and public dimensions of sexual identity from a variety of disciplinary perspectives. Students examine how sexual identities are shaped by historical, social, and cultural factors and how sexual identities affect an individual's relationship to community, the state, the law, medicine, etc. Course texts are drawn from the fields of history, psychology, sociology, legal studies, biology, philosophy, literature, cinema, fine art, feminist theory, critical race theory, gay and lesbian studies, queer theory, and transgender studies. (3 credits)

CORE 463: Innovation and Invention

Prerequisite: Core seminar, required for graduation

Core 101 through 105 and at least sixth semester standing

This course explores the patterns and processes of innovation that humans have developed to transform existing ideas into new ones. Over the course of the semester, students will investigate theories, techniques, and stories of innovation from across the disciplines; consider ethical questions surrounding innovation; and learn how to employ strategies of invention to develop new ideas, create new things, and respond in new ways to complex contemporary problems. (3 credits)

CREATIVE WRITING

CW 100 – Survey of Creative Writing

Prerequisite: Placement into WTNG 102

An introductory course covering three major genres of creative writing: poetry, fiction, and drama. Students will both discuss and begin to implement the techniques of writing and lay the foundation for study of the relationship between critical reading and the creative process. Requirements include, but are not limited to: participation in lectures, workshops and discussions, as well as building both a portfolio and annotated bibliography which will continue to develop through each additional creative writing course. Creative expectations are completing writing exercises that fully reflect the focused study of the course. (3 credits) Fall) Spring

CW 210 – Form in Poetry

Fulfills a course requirement in the Creative Writing Core Concentration

This foundation course is a critical study of the essential poetic forms (villanelle, sonnet, sestina, etc.) and how the forms relate to the contemporary voice through critical reading of established writers and appropriate texts. Through both seminars and writing workshops, the class combines the critical study of published writing and the development of student work to learn how form and the history of form creates the basis for all poetry. Students will be exposed to essential works by writers such as John Berryman, Elizabeth Bishop, T.S. Eliot, Phillip Larkin, Robert Lowell, Sylvia Plath, Frank O'Hara, Theodore Roethke, and William Carlos Williams. Creative expectations are no more than three revised poems that fully reflect the focused study of the course. (3 credits) Fall, Spring

CW 220 – Narrative in Writing the Short Story

Fulfills a course requirement in the Creative Writing Core Concentration

This foundation course is a critical study of the elements of narrative structure and design in the short story, such as character development, point of view, tone, setting, plotting, and time management. Through both seminars and writing workshops, the class combines the critical study of published writing and the development of study work to learn how narrative not only affects the short story, but becomes the short story. Students will be exposed to essential works by writers such as, James Baldwin, Raymond Carver, Anton Chekhov, Tim O'Brien, Flannery O'Connor, John Updike, and Alice Walker. Creative expectations are no more than two revised short stories that fully reflect the focused study of the course. (3 credits) Fall, Spring

CW 310 – Creative Nonfiction

Fulfills a course requirement in the Creative Writing Core Concentration

Prerequisite: CW 210, CW 220, and a 200 Level WTNG course

Students write a craft analysis paper on memoirs and personal essays by such authors as Jo Ann Beard, Lucy Grealy, James Baldwin, and Harry Crews. Later, they produce and workshop their own personal writing. (3 credits) Fall, Spring

CW 330 – Literary Publishing

Prerequisite: Second semester sophomore status and consent of instructor

This course offers students opportunities to develop and apply real-world skills in publishing towards the production of a high-quality national art & literary magazine. This class seeks dedicated students from across disciplines to be responsible for all levels of magazine production from maintaining up-to-date records, and designing ad copy, print magazine layout, and a Web site, to slushing submissions, proofreading, copy editing, corresponding with authors, and distributing the final product. Through demonstrated achievement and commitment, students may rise through the following ranks over time: Editorial Assistant, Assistant Poetry Editor, Assistant Fiction Editor, Assistant Production Editor, Managing Editor. This course may be taken more than once for credit. (3 credits) Fall, Spring

CW 340 – Introduction to Playwriting

Fulfills a course requirement in the Creative Writing Core Concentration

Prerequisite: CW 210, CW 220, and a 200-level Writing Course

All creative writers can benefit from studying playwriting by learning how to advance a plot through dialogue. This course will engage in a critical study of major contemporary playwrights, such as, David Mamet, Sam Shepherd, Eugene O'Neill, Tony Kushner, and August Wilson. Through that study, students will learn how to take the essential dramatic elements (dialogue, characterization, structure) and craft original monologues and scenes, culminating in an original one-act play. (3 credits) Spring

CW 350 – Writers Reading Poetry Seminar

Fulfills a course requirement in the Creative Writing Core Concentration

Prerequisite: CW 210, CW 220, and a 200-level Writing Course

As in CW 360 – Writers Reading Fiction Seminar, it is essential that poets actively engage in reading works by established writers. Through studying poets that compose the diverse contemporary canon, students will develop the skills to read a poem by its various technical craft elements. This class helps students bridge the critical analysis of the writing process with the development of their own writing skills. Students will be exposed to essential works of writers such as, Agah Shahid Ali, Lucille Clifton, Seamus Heaney, Yusif Komunayaka, Li-Young Lee, Naomi Shihab Nye, Natasha Tretheway, Anna Akhmatova, Czeslaw Milosz, Pablo Neruda, and Rainer Maria Rilke. (3 credits) Fall, Spring

CW 360 – Writers Reading Fiction Seminar

Fulfills a course requirement in the Creative Writing Core Concentration

Prerequisite: CW 210, CW 220, and a 200-level Writing Course

It is a tried and true maxim that the best way to learn to write is to read. In this course, students will learn to “read as writers.” Through studying writers that compose the contemporary canon, students will learn to read a work by its various technical craft elements. This class helps students bridge the critical analysis of the writing process with the development of their own writing skills. Students will be exposed to essential works of writers such as, Toni Morrison, Junot Diaz, Sherman Alexie, Chang-Rae Lee, and Sandra Cisneros. (3 credits) Fall, Spring

CW 430 – Special Topics

Fulfills a course requirement in the Creative Writing Core Concentration.

Prerequisites: A 200 level Writing course; CW 210, and CW 220.

To enhance the variety of upper level offerings, this breadth course studies specific subjects that are outside the standard creative writing curriculum. Topics offered on a rotating basis include, but are not limited to the following: Adaptation: From Words to Pictures; Linguistics for the Writer; Nonfiction Sports Writing; Humorous Nonfiction; A Life's Work: Studying a Major Writer; Region and Craft: How Place Shapes Writing. The course but not the topic may be repeated for credit (3 credits) Fall, Spring

CW 440 – Writing Contemporary Poetry

Fulfills a course requirement in the Creative Writing Core Concentration

Prerequisite: CW 350 or CW 360 and a 200-level Writing Course

A critical study of the schools of contemporary poetry, (e.g., New York School, Black Mountain Poets, Boston School, the Beats, etc.) and how newly developed forms convey the contemporary voice. Students will critically study the works of other writers and then apply analytical discussion to their own work in evaluating it for revision. Creative expectations are no more than five revised poems that fully reflect the focused study of the course. (3 credits) Spring

CW 450 – The Use of Style in Writing Fiction

Fulfills a course requirement in the Creative Writing Core Concentration

Prerequisite: CW 350 or CW 360 and a 200-level Writing Course

The use of style can be as essential to conveying a story's meaning as the individual narrative components. In this course, students will read works by authors such as, Michael Cunningham, Philip Roth, Colson Whitehead, Paul Auster, Milan Kundera, and E. Annie Proulx to see how stylized writing becomes part of the meaning of the work. Students will also present their own works in a workshop format, applying the analytical discussion of the assigned readings to their own writing and revision process. Creative expectations are no more than three short stories that fully reflect the focused study of the course. (3 credits) Fall

CW 480 – Creative Writing Senior Seminar I

Prerequisite: Consent of Instructor

The first semester of the Creative Writing Seminar brings graduating seniors together to study focused themes, questions, and issues in the disciplines of creative writing through the context of revising the creative work that will complete the thesis. Out of these explorations will grow the focus for the senior thesis, including a “Thesis Plan” that includes a critical topic, an abstract, potential resources, and a detailed revision plan for creative work (3 credits) Fall

CW 481 – Senior Seminar II – The Thesis

Prerequisite: CW 480 or consent of instructor.

The second semester of the creative writing major's senior capstone course continues the revision of the creative portion of the senior thesis. A substantial amount of study is also devoted to developing themes for the critical thesis and its bridge to the creative work, as well as writing and revising it throughout the semester. The annotated bibliography is also completed during this course to complete the portfolio. The culmination of the class is a defense of the critical thesis before a panel of faculty and peers. The class also prepares students for a public reading of creative works that meets their graduation requirements. (3 credits) Spring

CRIMINAL JUSTICE ~ Undergraduate Courses**CJS 105 – Introduction to Criminal Justice**

An overview of the American criminal justice system. Discusses in detail the individual components of the criminal justice system, including the police, the courts, and corrections. Designed not only to provide basic understanding of our legal system, but also to provoke thinking on key

legal and criminal justice issues such as the death penalty and mandatory sentencing laws. (3 credits) Fall, Spring

CJS 106 – Applied Concepts in Justice Studies

This course seeks to provide students with a better understanding of the relationship between criminal justice and legal studies, the place of justice studies within the university curriculum, and the role of these fields in American society. Within this context, the course has the general goal of improving students' ability to think, write, and speak about justice studies. Specific topics for the focus of these activities include the literature of criminal justice and the law, becoming facile with the language and terminology in the field, ethics and academic integrity, and the meaning of justice in America and the world. (3 credits) Spring

CJS 150 – Policing in America

Review of the history of policing and police functioning, with regard to contemporary social issues. Special focus on related research into police functioning. (3 credits) Spring

CJS 200 – Introduction to Criminalistics

Offered only through the School of Continuing Studies. Instruction in the collection and preservation of physical evidence found at a crime scene. (3 credits) Fall, Spring

CJS 201 – Substantive Criminal Law

Prerequisite: CJS 105

An introductory analysis of substantive criminal law, emphasizing common law and modern statutory applications of criminal law. Course topics include the nature of substantive law, the distinction between the criminal and civil justice systems, the elements of crimes, and the essential components of crimes including wrongful criminal acts (*actus reus*), criminal intent (*mens rea*), causation and harm. This course also considers the insanity defense, entrapment and several other defenses to crimes that are used in the U.S. legal system. (3 credits) Fall

CJS 203 – Criminal Procedure

Prerequisite: CJS 105 or permission of instructor

Considers the development of procedural due process in the United States. Analyzes in detail United States Supreme Court decisions in Fourth, Fifth, and Sixth Amendment cases. Course topics include search and seizure, the right to be free from self-incrimination, double jeopardy, the right to counsel, the right to a speedy and public trial, and other aspects of procedural due process. (3 credits)

CJS 204 – Constitutional Law

Prerequisite: CJS 105 or PLS 100

An analysis of civil liberties and civil rights in the United States. Course topics include religious liberty, free speech, equal protection of law, the right to privacy, and due process of law. (3 credits) Spring

CJS 207 – Law and Family

Prerequisite: CJS 105

The course examines the nature of the relationship between the law and families in the United States. The course focuses on an analysis of how the law structures marital and familial relationships and how, in turn, society's changing definitions and conceptions of marriage and family impacts both criminal and civil law. The course examines the proper boundaries of state intervention in people's most private relationships and highlights how family law and changes in family law both shape and reflect some of society's most strongly held social values. Topics include marital privacy, child-parent relationships, divorce, child support and custody, domestic violence, and intra-family crime. (3 credits) Spring

CJS 210 – Law of Evidence

Prerequisite: CJS 105, CJS 201

An analysis of common law and the rules of evidence applicable in criminal cases including presumptions and inferences, direct and circumstantial evidence, relevance, the hearsay rule and its exceptions, character evidence, and the rape shield statutes. (3 credits) Fall

CJS 212 – Police Community Relations

Prerequisite: CJS 150; SOC 100 recommended

An analysis of the theory, procedures and practices associated with the police functions of service, maintenance of order, and crime reduction within the community. Topics include the role of the police in a changing society, police discretion, and community relations in the context of our changing culture. (3 credits) Fall

CJS 216 – Organized Crime

Prerequisites: CJS 105

An in-depth study of organized crime in the United States. Examines sociological theories and trends in an attempt to understand the reasons for the existence of organized crime. Attention also given to policies and practices of law enforcement in response to organized crime. (3 credits) Spring

CJS 254 – Survey of Methods in Criminal Justice

Prerequisite: CJS 105

This course is an introduction to the methodology, design, and research techniques used in the fields of criminal justice and criminology. Course topics include sampling, research designs, ethical considerations in research, survey construction, interviewing and proposal writing.

CJS 305 – Drugs, Society, and Behavior

Prerequisite: CJS 105

Issues related to the use and abuse of drugs in American society. Topics include effects of drugs on the human nervous system; addictions and their treatments; legalization; the social and political meanings of abuse, addiction, rehabilitation; and education/prevention methodologies. (3 credits) Fall

CJS 307 – Violence and the Family

Prerequisite: CJS 105

This course examines the historical roots of domestic violence, society's evolving responses and costs of domestic violence as well as the role of the criminal justice field. (3 credits)

CJS 308 – Criminology

Prerequisites: CJS 105

Examines classical and contemporary criminological theories, their historical development and empirical basis, as well as their significance to the criminal justice process and the rehabilitation, deterrence, processing, and punishment of offenders. (3 credits) Fall

CJS 320 – Civil and Criminal Procedure in the US Courts

This course examines the history, traditions, philosophy and ethical dilemmas underlying the courts in the United States justice system. Students will be introduced to: the origins and developments of the United States courts; the issues of subject matter and geographic jurisdiction of the state and federal courts, the dynamics of the courthouse workgroups consisting of attorneys, judges, and litigants; and the processes related to the prosecution of criminal and civil cases in federal and state courts. (3 credits) Spring

CJS 322 – Police Administration

Offered only through the School of Continuing Studies

Principles of administration, management, organization structure, and the responsibilities and interrelationships of administrative and line-and-staff services. Analyzes the functional divisions of a modern police operation in its application to the public safety needs of the community, consideration of alternative and comparative models of law enforcement organization. (3 credits) Fall, Alternate Years

CJS 330 – Corrections in the United States

Prerequisite: CJS 105; or consent of instructor

Current correctional thought and practices in the United States, the evolution of modern correctional practices in the United States, and an overview of correctional treatment in different types of institutions and in the community. (3 credits) Fall

CJS 331 – Special Problems in Corrections Administration

Prerequisite: CJS 330

Problems in developing correctional programs within the institution and in the community. Topics include prisons and prisoners; old and new prison designs; the emerging rights of prisoners; the development of community corrections as a new expression of the community's concern for the incarcerated; and specialized kinds of programs for persons who are in need of supportive services while their freedom of movement is denied. (3 credits) Spring

CJS 332 – Community Based Corrections

Prerequisite: CJS 330

Addresses the origins, features, and problems associated with probation and parole as background to the presentation of model programs. Topics include investigation and classification of participants; community protection rehabilitation; rules of supervision; and the benefits and drawbacks of these systems; intermediate interdiction programs, including intensive supervision, electronic monitoring, community service systems, and shock incarceration projects. (3 credits) Spring

CJS 342 – Legal Psychology

Prerequisites: Psych 100 and CJS 105

The application of social science research methods and psychological knowledge to contemporary issues in the criminal justice system. Topics include: eyewitness memory, scientific jury selection, police identification procedures, jury decision making, credibility of witness testimony, the social scientist as an expert witness, and research methods used by legal psychologists (3 credits) Fall

CJS 402 – Women and the Criminal Justice System

Prerequisites: CJS 105, CJS 308

A detailed study of crime and justice as it pertains to the female offender. Examines the variations and patterns in female criminality, women's victimization, and women's experiences in the criminal justice system as victims, offenders and employees, and theoretical interpretations of female criminality. (3 credits) Spring

CJS 403 – Juvenile Justice

Prerequisites: CJS 105, CJS 308; CJS 320 recommended

Addresses problems and issues pertaining to youth offenders and how they are processed by the police, courts, and corrections. Features the interrelatedness of theory, policies and practices, as well as assessment of their long-range impact on procedures. Focuses on the intake and court process; nominal and conditional sanctions to include community-based intervention; diversion; probation; and custodial sanctions through juvenile correctional systems. (3 credits) Fall

CJS 405 – Introduction to Criminal Investigation

Prerequisite: CJS 105, CJS 201

An overview of criminal investigative techniques. This course will explore the lawful reconstruction and successful investigation of a crime using three primary sources of information: physical

evidence, records, and people. Areas of study include: investigating crimes against persons and property, crime scene evidence, witness interviews and interrogations, case preparation, and the role of the investigator in the judicial process. (3 credits) Fall

CJS 406 – Crime and Punishment

Prerequisite: CJS 105, CJS 308

A historical overview of the ways in which people have been punished for their crimes. Special focus will be given to the theoretical foundations of punishment, methods of punishment, famous criminals, and the death penalty. (3 credits) Spring

CJS 407 – Terrorism

Prerequisite: CJS 105, CJS 308

This course will cover all aspects of terrorism. It will explore anti- and counter-terrorism methods in depth. Topics will include the organization and operation of terrorists, their goals, financing, exploration and the role of the media. An in-depth examination of the most violent terrorist acts will allow students to gain insight and knowledge of how the acts occurred as well as the errors made that could have prevented them. It will include acts of domestic terrorism including the Bombing of the World Trade Center, Murrah Federal Building, and the violence that is occurring in schools. The class will follow events as they occur and examine the predictions of experts. (3 credits) Spring

CJS 408 – Social Justice

Prerequisites: CJS 105, CJS 106

Social Justice investigates the relationships among and between social policy, the concept of justice and the practice of the criminal justice system. This course examines how social policy pursues different potential visions of social justice and how those visions are defined. Race, ethnicity, gender, power and marginalization issues will be addressed, particularly with regard to how those realities are affected by and how they affect the criminal justice system. Inequality and the relatively new concept of restorative justice will be examined as a means of addressing both real and perceived inequities within the criminal justice system. (3 credits)

CJS 420 – Justice Studies Capstone

Prerequisite: Senior standing or permission of the instructor. This course is cross-listed with LS 420.

This is a Capstone course for the justice studies major. Students integrate knowledge of theoretical concepts and practical application of research methods, writing for the legal and criminal justice professions, and selected specialty areas in the law and criminal justice through assigned readings, seminar discussion, and the completion of assigned projects. (3 credits) Fall

CJS 424 – Securing the Homeland

Prerequisites: CJS 105, CJS 106, CJS 308 or consent of instructor

Critical analysis of homeland security perspectives, practices, and strategies through a broad review of systemic social (dis)organization including the criminal justice role, education/training, media, and community processes. (3 credits)

CJS 426 – Disaster Management and Relief

Prerequisites: CJS 105, CJS 106, CJS 308, CJS 424, or consent of the instructor

Review of the best international practices employed in managing disaster and providing relief from terrorist or other criminal attacks. Scientifically informed approaches toward individual and community response, and government/law enforcement challenges and successes will be examined. (3 credits)

CJS 427 – Youth Gangs

Prerequisites: CJS 105, CJS 308 or permission of instructor

This course is intended to give students a foundation in core issues related to the topic of youth gangs in the United States. The course will provide students with a historical perspective of

gangs; identify the challenges associated with defining gangs, and the related challenges with measuring the prevalence of gangs and gang crime in the United States. The course will also cover theoretical explanations for the causes of gangs and the effectiveness of different system responses intended to prevent gangs. (3 credits)

CJS 428 – Crime Prevention

Prerequisites: CJS 105, CJS 254

This course will examine the theoretical basis and application of crime prevention techniques, with an emphasis on routine activity theory, rational choice, crime patterns, defensible space, crime prevention through experimental design and situational crime prevention. A wide range of problems and potential solutions will be explored. The strengths, weaknesses, and ethics of crime prevention approaches will also be assessed. (3 credits)

CJS 429 – Criminal Law Cases and Controversies

Prerequisites: CJS 201

This course is a seminar on current topics in the criminal law. By focusing on criminal cases that are before the courts and criminal laws that are the subject of legislative activity, the course gives students an opportunity to apply their knowledge of crime to factual situations that are in the news. It also examines the extent to which criminal laws impact individual behavior and public policy. Students are expected to have a basic understanding of substantive criminal law. (3 credits)

CJS 430 – Special Topics in Criminal Justice

Study of special topics in criminal justice. (3 credits)

CJS 469 – Justice Studies Practicum

Prerequisites: Completion of 60 credits and consent of internship coordinator

The Justice Studies Practicum is a combined field experience and academic seminar course, in which the field component is oriented toward the student's career and professional development while the academic component requires students to relate their conceptual classroom learning to practical application in the field. This course may be taken for a maximum of six credit hours and is open to Criminal Justice and Legal Studies majors. (3 credits) *Fall, Spring, Summer*

CJS 501 – Criminal Justice System Overview

An analysis of the criminal justice system in the United States, focusing on the police, the courts and the corrections system. Controversial issues facing the justice system are considered in detail. (3 credits)

CJS 503 – Survey of Research Methods

An introduction to methodology, design and research techniques in the behavioral sciences. Course topics include sampling theory, hypothesis development and theory construction. (3 credits)

CJS 505 – Legal Issues in the United States Justice System

An overview and analysis of the most important legal issues in the U.S. Justice System. Topics include constitutional law, criminal law, corrections law, and administrative law. (3 credits)

CJS 509 – Crime and Public Policy

A critical analysis of crime control policies in the United States. Course topics include a discussion of the policy-making process in the criminal justice system and recent crime control trends. (3 credits)

CJS 511 – Criminological Theory

An intensive overview and analysis of the major criminology theories. Beginning with 18th and 19th century theorists this course focuses primarily on the evolution of sociological constructions of criminality. (3 credits)

CJS 513 – Analysis of Criminal Justice Data

Prerequisite: CJS 503

An introduction to statistical analysis in the behavioral sciences. The practical application of various analytical techniques to the social science research process is emphasized. (3 credits)

ELECTIVE COURSES

CJS 510 – Constitutional Issues in Criminal Law

This course focuses on the rights of suspects in criminal procedures. A detailed analysis of individual rights under the Fourth, Fifth, Sixth, and Eighth Amendments to the U.S. Constitution is developed. (3 credits)

CJS 515 – Psychological Factors in Crime Causation

A discussion of the psychological, psychoanalytic and social factors that produce deviant behavior. Techniques of social control, treatment and the prevention of social deviance are also considered. (3 credits)

CJS 516 – Legal Issues in Personnel Administration

An analysis of legal issues facing the contemporary justice system agency administrator, including labor-management relations. Additional course topics include employment discrimination, sexual harassment. (3 credits)

CJS 517 – Correctional Systems and Practices

An examination of contemporary issues in correctional administration. This course presents an analysis of various theories of penology, as well as corrections policy formulation and the administration of corrections agencies., employee drug testing and vicarious liability. (3 credits)

CJS 518 – Special Problems in Criminal Justice Management

This course focuses on special problems facing the modern justice system agency administrator. A case study format is often used to emphasize the practical nature of this course. Students are encouraged to develop novel solutions to the dilemmas facing justice system administrators. (3 credits)

CJS 519 – The Juvenile Justice System

An examination and analysis of the juvenile justice system. Particular attention is directed to the development of juvenile justice system policy and the treatment of juvenile offenders in the contemporary justice system. (3 credits)

CJS 521 – Drugs in Society

An analysis of this important social issue. Physical and psychological aspects of addiction are discussed. Historical and contemporary policies to regulate and control the use of drugs are analyzed. Students are asked to evaluate modern drug policy and propose alternative policies. (3 credits)

CJS 523 – Organized Criminal Enterprises

This course presents a detailed analysis of organized crime in the U.S. Course topics include the history of organized crime, transitions in the structure of organized crime, justice system responses to organized crime, relevant statutory, law, and modern techniques used to investigate criminal enterprises. (3 credits)

CJS 524 – Homeland Security

Review of the historic and current law enforcement functions, role, education/training, and community-oriented approaches to scientific risk assessment and preparedness in the context of homeland security. (3 credits)

CJS 526 – Managing Crisis and Disaster

Coverage of international crisis and disaster; criminal justice agencies' post-crisis/disaster response is investigated as are efforts to address the management of practitioner and community recovery. (3 credits)

CJS 527 – Violence and the Family

This course focuses on the problem of domestic violence in the United States. The causes of domestic violence and the various treatment modalities developed for offenders are analyzed. The recent movement to require the arrest and incarceration of those suspected of domestic violence is considered. (3 credits)

CJS 528 – Special Topics in Criminal Justice

Faculty and students select specific, contemporary justice system issues for detailed analysis. This course may be retaken to a maximum of six credits hours, provided the topic is different each time. (3 credits)

CJS 529 – Directed Research in Criminal Justice

Prerequisite: Faculty member and Dean's approval

This course is designed for graduate students who have demonstrated the ability to conduct individual research involving specific justice system issues. Students must have the approval of a faculty member and the Dean of the School of Justice Studies prior to enrolling in this course. It may be retaken to a maximum of six credit hours. (3 credits)

CJS 530 – Women and Crime

The purpose of this course is to extend our knowledge about crime and the justice process as it pertains to the female offender. More specifically, this course examines variations and patterns in female criminality, women's victimization, and women's experiences in the Criminal Justice system as victims and offenders, theoretical interpretations of crime and victimization, and women in policing, the legal profession, and corrections. (3 credits)

CJS 531 – Witnesses, Suspects and Investigative Interviewing

This course involves the study of human behavior within the American legal and criminal justice systems, focusing on the study of social, cognitive, developmental and clinical psychology as applied to these systems. This course will primarily address memory issues and investigative interviewing of witnesses and criminal suspects. (3 credits)

CJS 532 – Psychology and the Legal System

This course involves the study of human behavior within the American legal and criminal justice systems, focusing primarily on the study of social, cognitive, developmental and clinical psychology as applied to these systems. This course will address a variety of legal psychology topics, including forensic issues (e.g., insanity, competency, child custody, criminal profiling), jury issues (e.g., pretrial publicity, nullification, selection), and punishment issues (e.g., prisons, death penalty, sex offenders). (3 credits)

CJS 533 – Crime Prevention

This course will examine the theoretical basis and application of crime prevention techniques, with an emphasis on routine activity theory, rational choice, crime patterns, defensible space, crime prevention through experimental design and situational crime prevention. A wide range of problems and potential solutions will be explored. The strengths, weaknesses, practicality, policy challenges, and ethics of crime prevention approaches will also be assessed. Further, this course will include a close examination of the methodological issues surrounding the evaluation of crime prevention research studies. (3 credits)

CJS 534 – Youth Gangs

This course is intended to give students a foundation in core issues related to the topic of youth gangs in the United States. This course will place the problems of gangs and youth violence in a broader historical context that allows the students to fully understand macro-level causes of problems, but also responses to problems. The course will also cover the key theoretical perspectives traditionally used to explain the development and continuation of gangs in communities across the United States. Finally, the will provide in-depth coverage of the policy responses traditionally used to combat gangs and why such strategies are generally found to have limited effectiveness. The course will encourage students to consider all of these issues when crafting public policy responses to 'gang problems.' (3 credits)

CJS 540 – Computer Hardware and Operating Systems

This course provides an introduction to computer hardware, discussion of various operating systems and how they work, components and testing in a basic computer system. Review of more complex hardware such as minicomputers, SANS, Storage, and other devices as well as hands on work in a lab configuring these devices. (3 credits)

CJS 542 – Introduction to Computer Forensics

Prerequisite: CJS 540 or permission of instructor

This course introduces students to techniques in common practice for the examination of digital media, the presentation of evidence, and the preservation of evidence for use in trials or private practice. This course focuses on exposure of the various common tools and simple case work to provide an overview of digital forensics. The course is suitable for most students as an elective and is required as a component of the DFC certificate. (3 credits)

CJS 543 – Computer Forensics II

Prerequisite: CJS 542

This course is hands on in the laboratory and focuses on complete understanding of the operating systems approach to file storage and management for forensics recovery (NTFS and FATFS). The course solves casework using low level recovery and manual recovery of deleted files and continues to concentrate on the presentation of cases in both written and verbal formats. Students will complete casework and provide at least one oral examination. (3 credits)

CJS 544 – Computer Forensics III

Prerequisite: CJS 543

This course is hands on in the laboratory and focuses on complete understanding of the cell phones, cameras, and other hand held devices which are commonly found in forensics casework but require special handling due to their proprietary nature. The course includes work on actual cell phones and PDA as well as special handling techniques necessary to preserve evidence in these cases. Specific topics may vary as technology changes. (3 credits)

CJS 545 – Law for Forensics Professionals

This course specifically focuses on the rights, ethics, and policy in accordance with both US and International law in terms of the practice of digital forensics. Discussion include areas of law which may specifically apply to forensic professionals (e.g. 4th Amendment), ethics, and other areas which typically emerge having an impact on a digital case. (3 credits)

CJS 605 – Master's Thesis

Prerequisites: CJS 503 and CJS 513

The completion and defense of the thesis. A student electing to complete a thesis must enroll in CJS 605 in the semester during which he or she will graduate. Prerequisite: Faculty member and Director of Graduate Studies approval. This can only be repeated one time, and the student must be registered in a section of this the semester in which they plan to graduate. (3 credits)

DANCE/PERFORMANCE

DANCE 101 – The Creative Athlete

Fulfills a course requirement in the Dance Core Concentration

Examines creative process and artistic expression in relation to the athleticism of movement. Topics include important movement principles, theories, techniques, and styles. Emphasizes understanding the body as a means of communication. Athletic skills applied to these principles and creative projects. In addition, students attend live concerts of selected movement artists and write critiques of the performances. (Field Trip Fee: \$50) (3 credits) Fall

DANCE 131 – Mime Workshop

Explores the fundamental techniques and philosophies of mime. Strong focus on the concept of body isolation and the relationship to stage movement and character development. Solo and ensemble mime pieces are constructed and critiqued. (3 credits) Fall, Spring

DANCE 150 – Introduction to Dance Technique

Fulfills a course requirement in the Dance Core Concentration

Explores dance as an art form through familiarization of the student with various contemporary dance techniques. Emphasizes the acquisition of basic dance skills and the development of kinesthetic perception, energy qualities, and rhythmic awareness. For the student with no dance training. (3 credits) Fall, Spring

DANCE 161, 162 – Tap and Theatre Dance Styles I, II

Explores dance idioms as they are used in performance. Includes study of tap and period social dance (Charleston, Swing-Lindy, the Blues, Cake Walk, Viennese Waltz, etc.). (3 credits) Fall, Spring

DANCE 200, 201 – Elementary Modern/Jazz Technique and Improvisation I, II

Fulfills a course requirement in the Dance Core Concentration

Prerequisite: DANCE 150; or major status

Elementary study of dance and its relationship to rhythmic structure. Emphasizes understanding of one's kinesthesia and modern and jazz idioms. (DANCE 200: 3 credits; DANCE 201: 3 credits) Fall, Spring

DANCE 210, 211 – Ballet I, II

Prerequisites: DANCE 200, 201; or consent of instructor

The study of ballet at elementary and high-intermediate levels. Emphasizes ballet's relationship to modern dance. Work in barre, adagio, and petite and grand allegro combinations. (DANCE 210: 3 credits; DANCE 211: 1 credit) Fall, Spring

DANCE 220, 221, 301, 302 – Intermediate Modern/Jazz Technique and Improvisation I, II, III, IV

Prerequisites: DANCE 200, 201; or consent of instructor for higher levels

High-intermediate-level dance technique. Emphasizes further development of each student's technique and the relationship between movement styles and sound environment. Encourages students to increase performance ability through the study of more complex patterns and improvisation. (DANCE 220: 3 credits; DANCE 221, 301, and 302: each 1 credit) Fall, Spring

DANCE 225 – Intermediate Technique: London

Prerequisites: DANCE 301, 302; or consent of department faculty

Designed for students who must complete additional technical work on the intermediate level. In addition to class performance, students increase knowledge of techniques associated with modern, ballet and dance masters. (3 credits) Fall London only

DANCE 290 – Introduction to Choreography

Fulfills a course requirement in the Dance Core Concentration

Prerequisites: DANCE 200, 201; or consent of instructor

Introduces basic concepts of choreography through the elements of space, time, and energy. Daily assignments emphasize composition, analysis, performance, and evaluation of compositional works. Includes studio performance at the end of the semester. (3 credits) Fall

DANCE 310 – Dance History

Fulfills a course requirement in the Dance Core Concentration

Examines the history and development of dance from the Middle Ages and the Renaissance to the 20th century. Emphasizes the influence of Western European, Asian, African, and Pacific Basin cultures, which led to the modern dance revolution and today's post-modern performance artists. (3 credits) Fall

DANCE 314, 315, 316, 317, 318, 319 – Repertory and Performance I-VI

(by audition only)

Provides qualified students extensive repertory and performance experience with the RWU Dance Theatre. Students work with visiting guest artists and faculty choreographers on a regular basis, perform in on- and off-campus concerts, and travel to the American College Dance Festivals for workshops and performances. One credit will be assigned for each semester's work up to a maximum of six semesters. Auditions are held each semester. Interested students must see the department faculty concerning audition requirements. (each 1 credit) Fall, Spring

DANCE 320, 321, 401, 402 – Advanced Technique and Improvisation I, II, III, IV

Prerequisites: DANCE 301, 302; or consent of instructor for higher levels

Designed for the serious student of dance. Focuses on advanced technical work, repertory, and the development of performance quality. (DANCE 320: 3 credits; DANCE 321, 401, 402: each 1 credit) Fall, Spring

DANCE 325 – Advanced Technique: London

Prerequisites: DANCE 320, 321; or consent of department faculty

Offered to students who exhibit special talents in the field of dance. Each will be required to challenge and maximize his or her abilities in technique, improvisation, and repertory. Requires solid working knowledge of the theories and techniques of Graham, Humphrey/Limon, Cunningham, Horton and Ballet. (3 credits) Fall, London only

DANCE 340 – Performance Lab and Movement Analysis

Prerequisite: Junior standing or consent of instructor

Acquaints students with the process of developing a strong performance quality. Through vocal, text, and body techniques, each student enhances skills in stage presence emphasizing the creation of performance focus and grounding. Students will be introduced to and apply movement analysis theories and techniques of Laban, Ideokinesis, Alexander Technique as useful tools for performance development. Work on auditioning techniques and professional career preparation will be addressed. (3 credits) Fall or Spring

DANCE 350 – British Dance and Performance Art: London

Co-requisite: THEAT 490

(Students pursuing a Core Concentration in dance may substitute this course for THEAT 350.) Offers opportunities to see dance, movement theatre, and performance art in Britain, and to study the cultural influences of Britain on these performing arts. Students attend several performances a week, participate in group discussions, and complete written reports. (London) (3 credits) Fall

DANCE 390 – Choreography for the Theatre

Prerequisite: DANCE 290; or consent of instructor

The study and composition of movement patterns, sequences, and visual styles for use in the theatre. Based upon modern dance compositional techniques. Students research and choreograph selected styles from different theatrical productions ranging from non-Western cultures, Greek and Elizabethan drama to musicals and contemporary post-modern dance. (3 credits) Spring

DANCE 410 – Independent Study

Individualized study in dance/performance through special arrangement with the department faculty or the academic advisor. (1-3 credits)

DANCE 425 – Kinesiology for Dancers

Prerequisite: Sophomore or junior standing

Fulfills a course requirement in the Dance Core Concentration

The structure and function of the human body and awareness of its innate capabilities in movement. Analyzes voluntary, observable movement and the factors that underlie individual performances and learning differences through basic kinesiological principles. (3 credits) Spring

DANCE 435 – The Performance Artist in Society

Prerequisite: Junior standing

Fulfills a course requirement in the Dance Core Concentration

Focuses on the influence of performance artists in society beginning with the artistic revolutions during the Victorian era and concluding with current trends in the performance art fields. Examines how the philosophies and theories of these artists are reflected in their work and how they ultimately impact the development of new performance art directions. Includes practical skills needed to survive as an artist in today's world, including discussions of funding agencies, production techniques, and grant-writing. (3 credits) Fall, Spring

DANCE 440 – Movement Theatre

Prerequisites: THEAT 131, DANCE 290; or consent of instructor

Explores movement theatre techniques and styles. Students use their skills in dance, mime, pantomime, and acting to develop original performance pieces. Creative assignments involve masks, text, puppetry, props, video, and costumes. Requires a final project which serves as a substantial component for the course. (3 credits) Fall

DANCE 460 – Teaching Techniques, Musical Concepts, and Rhythmic Analysis

Prerequisites: DANCE 425 or consent of instructor; senior standing

Presents various teaching theories and principles for dance, improvisation, and creative movement to prepare students for structuring classes on various levels and for different populations. The physics of dance and movement and its application to alignment and proper technical development will be studied. Students are acquainted with musical and sound resources, structures, and rhythmic analysis. Each student will teach in regional school systems. (3 credits) Fall or Spring

EAST ASIAN STUDIES**ASIA 100 – Foundations of Asian Studies**

This course provides an introduction to the broad historical, cultural and philosophical events and traditions of this important geopolitical region that includes China, Japan, and Korea among other important states. Attention to major historical, political and economic developments over time, as well as to the cultural and philosophical underpinnings that characterize the region. The course raises questions about the roles and interactions of Asian countries internationally in the 21st century global context. (3 credits) Spring

ASIA 299: Special Topics in East Asian Studies

Prerequisite: Fulfills a course requirement in the East Asian Studies Minor

This is a variable topics interdisciplinary course that will allow students to explore specific topics or periods important to the study of East Asia on an introductory/intermediate level. Focus may be on one or more countries and may include a regional or global focus. Readings will include both primary and secondary sources. Possible topics may include: Communist China in Literature, Art and Film; Imperialism of Island Countries: Japan and Great Britain; The Silk Road; Women in East Asian History, Society and Culture; etc. (3 credits) Spring

ASIA 430: Special Topics in East Asian Studies

Fulfills a course requirement in the East Asian Studies Minor. This course may substitute for ASIA 450 with permission of the East Asian Studies Minor Advisor

Prerequisites: ASIA 100; junior or senior standing or consent of instructor

This is a variable topics interdisciplinary seminar that allows in-depth study of a specific topic or period relevant to the study of East Asia. Students will read primary and secondary sources and complete a research paper. (3 credits) Special offering

ASIA 450 – Colloquium in Asian Studies

Prerequisite: ASIA 100 and completion of 4 additional courses required for East Asian Studies minor, or consent of instructor

Fulfills a course requirement for the East Asian Studies minor

This course is devoted to topics related to cultural, philosophical and political traditions of East Asian civilizations from ancient to modern times. Depending on the instructor, the course will integrate art, culture, economics, history, language, philosophy, politics, and/or religion of selected East Asian societies to a study of the region as a whole. This capstone course for East Asian Studies will integrate the coursework, knowledge, skills and experiences of students to employ a trans-disciplinary understanding of the region coupled with substantive research, analysis and presentation. (3 credits) Spring

ECONOMICS**ECON 101 – Principles of Macroeconomics**

An introduction to the study of the national economy. The measurement, causes, and implications of inflation, unemployment, and recessions are examined, as are the effects of government fiscal and monetary policies. Topics covered include the Keynesian and Classical theories of output and price determination, the Federal Reserve System, and the application of macro theories to events of current interest. (3 credits)

ECON 102 – Principles of Microeconomics

An introduction to the modern market economy as a system of dealing with the problem of scarcity and choices made by individuals and businesses. Topics include resource allocation, price mechanism, supply and demand, optimizing economic behavior, costs and revenue, various market structures, market failure, government intervention and comparative advantage. The basic tools of microeconomic analysis will be applied to topics of current interest such as minimum wage legislation and competition policy. (3 credits)

ECON 201 – Intermediate Macroeconomics

Fulfills a course requirement in the economics core concentration.

Prerequisite: ECON 101 and mathematics at level of college algebra or above

Provides a deeper analysis of the basic characteristics, institutions, and activities of contemporary market economies. Topics discussed include inflation, unemployment, government monetary and fiscal policy, full employment and economic growth. (3 credits)

ECON 202 – Intermediate Microeconomics

Fulfills a course requirement in the economics core concentration.

Prerequisite: ECON 102 and mathematics at level of college algebra or above

Introduces a deeper analysis of individual markets: the function of prices in a market economy; economic decision making by producers and consumers; and market structure. Topics discussed include consumer preferences and consumer behavior, production theory and costs, monopoly and resource pricing. (3 credits)

ECON 303– Introduction to Econometrics

Fulfills a course requirement in the economics core concentration.

Prerequisites: ECON 101 and 102; MATH 141 or equivalent; MATH 124.

An introduction to the use of statistical methods to estimate and test economic models, with emphasis on the linear regression model. The course is a hands-on approach, stressing applications to empirical problems in economics. Hypothesis testing and inference from both bivariate and multivariate regression models will be stressed in the class (3 credits)

ECON 310 – Monetary Economics

Fulfills a course requirement in the economics core concentration.

Prerequisite: ECON 101

This course provides an overview of the financial system, with an in-depth examination of the structure, tools, and goals of a central bank in a market economy. Topics covered include the mechanism by which interest rates are determined; the money supply process and the determinants of money demand; banking regulations and financial innovations; and the effect of financial market disturbances on the economy. The structure and policies of the U.S. Federal Reserve will be compared to other major central banks, including the European Central Bank. (3 credits) *Special Offering*

ECON 320 – Resource and Environmental Economics

Fulfills a course requirement in the economics core concentration.

Prerequisite: ECON 101 or ECON 102

This course examines how under certain situations free markets rather than government intervention are the best method to protect the environment. This is a unique way of looking at resources and environmental problems since most pundits believe that markets cause these problems. This class is a survey of the arguments in support of what is commonly referred to as “free market environmentalism.” The purpose of the course is to reveal how economists, in particular free market environmentalists, view resource and environment problems and how they would create environmental policy (3 credits)

ECON 330 – Economics of Developing Countries

Fulfills a course requirement in the economics core concentration.

Prerequisite: ECON 102

This course focuses on the development challenges faced by the developing and the least developed countries in the world. Topics studied are poverty, inequality, unemployment, population growth, illiteracy, urbanization, environmental degradation, health, and international relations with the developed world. Real world development experience and possible policy options in dealing with these problems are part of the course, along with relevant classic economic models of development. (3 credits)

ECON 340 – Economic Growth

Fulfills a course requirement in the economics core concentration.

Prerequisite: ECON 101

Differences in countries' income levels and growth rates will be explored using both theoretical and empirical frameworks. The main questions to be addressed: what causes differences in living standards and economic growth over time and across countries; which policies can sustain and

achieve growth? Topics include the stylized facts of growth, the role of physical and human capital and technology. (3 credits)

ECON 350 – International Trade

Fulfills a course requirement in the economics core concentration.

Prerequisite: ECON 102

This course considers international trade in theory and in practice. Issues addressed include why nations trade; trade and the welfare of workers in developed and developing nations; the use of tariffs, quotas and other instruments of protection; NAFTA, WTO and economics integration; and the costs and benefits of international migration. The special trade-related problems of developing countries and the history of the international trading system are also discussed. (3 credits)

ECON 360 – International Macroeconomics

Fulfills a course requirement in the economics core concentration.

Prerequisite: ECON 101

This course provides an understanding of the current international monetary system, capital flows, and macroeconomic policy decisions in an open economy. Topics include the balance of payments, foreign exchange markets, speculative currency attacks and arbitrage. Government policies under fixed and flexible exchange rates will be analyzed. Contemporary issues such as the role of the International Monetary Fund, European Monetary Union, the debt crisis, and financial crises in Mexico and South East Asia are examined. (3 credits)

ECON 430 – Special Topics in Economics

Fulfills a course requirement in the economics core concentration.

Prerequisite: Consent of instructor

Selected topics provide study in areas chosen by students in consultation with faculty. Provides an advanced level of course work or research in economics. (3 credits) *Special Offering*

ECON 469 – Economics COOP

Prerequisites: Junior standing and consent of instructor

This course provides academic credit for a supervised professional experience in a field related to economics. (1-3 credits) *By arrangement*

EDUCATION**EDU 200 – Foundations of Education**

The course enables students to explore the profession and decide whether they want to become teachers. The curriculum examines historical, philosophical, and social issues of teaching and learning through selected readings, class discussions, and student research. This course includes a field experience in an urban public school. Students are required to write and present research on a current issue in education and to compile a “culture of the school” report based on their field experiences. (3 credits) *Fall, Spring*

EDU 202 – Psychology of Learning and Development

This course explores how learning is influenced by development, experience, and maturation. The major focus is on the interaction of cognitive, cultural, and personality factors in development from early infancy to adulthood. The roles of motivation, intelligence, and socio-economic status receive considerable attention. Students evaluate distinct theories of learning and discuss the vital role that teachers play in the development and assessment of their students' learning. This course includes a field experience in an urban public school. (3 credits) *Fall, Spring*

EDU 302 – Literacy in the Elementary School I*Prerequisites: EDU 200 and EDU 202*

This course examines the emergence and development of young children's knowledge of the English Language Arts. The major focus of this course is the teaching of reading and the teaching of speaking and listening strategies in formal and informal group contexts. The course examines current theories of teaching literacy and literacy practice as defined in contemporary standards. Students use technology as a tool for locating literacy teaching materials. Field experiences in this course include participating in a voluntary reading program or working with a child in a public school. (3 credits) Fall

EDU 303 – Literacy in the Elementary School II*Prerequisites: EDU 200, EDU 202 and EDU 302*

This course builds on EDU 302: Literacy in the Elementary School I. In Literacy II, participants continue their exploration of teaching the English Language Arts. The primary focus is theories and practices related to writing instruction, including: (1) the forms and types of writing; (2) the process of writing; and (3) the English Language Arts conventions. A second focus is performance based literacy assessment. Participants learn how to design and implement a reading/writing performance assessment based on current standards. Field experiences include tutoring through a voluntary reading program and conducting a literacy performance assessment in a public school. This course is taken prior to, or concurrently with EDU 355. (3 credits) Spring

EDU 305 – Classroom Applications of Technology at the Elementary and Middle School Level*Prerequisites: EDU 200 and EDU 202*

This course is required of all elementary education majors. EDU 305 addresses all of the National Education Technology Standards for Teachers (NETS-T). The course covers technology integration and assessment strategies at the elementary and middle school levels, legal and ethical issues in technology, assistive technology, technology planning and funding, as well as the use of a wide variety of hardware and software applications. (3 credits) Fall, Spring

EDU 306 – Classroom Applications of Technology at the Middle and Secondary School Level*Prerequisites: EDU 200 and EDU 202*

This course is required of all secondary education majors. EDU 306 addresses all of the National Education Technology Standards for Teachers (NETS-T). The course covers technology integration and assessment strategies at the secondary and middle school levels, legal and ethical issues in technology, assistive technology, technology planning and funding, as well as the use of a wide variety of hardware and software applications. (3 credits) Fall

EDU 330 – Issues in Multicultural Education*Prerequisites: EDU 200 and EDU 202*

This course introduces students to multicultural educational theory and practice in the United States. Topics include racial and ethnic diversity, linguistic and cultural diversity, religious diversity, social class diversity, and exceptionalities, as well as discussion of such issues as racism, sexism, ageism, ableism, and other expressions of bias. (3 credits) Fall, Spring

EDU 341 – Science in the Elementary School*Prerequisites: EDU 200 and EDU 202*

Must be taken concurrently with or after EDU 302

Prospective teachers explore ideas and approaches to teaching science and assessing student learning which are based on the national science standards. Applications of inquiry are introduced as the central classroom experience for helping students learn about key science concepts. Selected topics lend themselves to an interdisciplinary approach to teaching and learning. (3 credits) Fall, Spring

EDU 342 - Teaching Inquiry Science In the Elementary School*Prerequisites: EDU 341*

This course prepares students to teach inquiry-based science in elementary classrooms. Students will apply their knowledge of science content and inquiry as a pedagogical practice to evaluate elementary science curricula, to plan and deliver in an inquiry science unit, and to assess children's learning in various guided field experiences. Students will work closely with their internship teachers and reflect on and gain powerful insights into inquiry-based science teaching and learning in the elementary school. (3 credits) Spring

EDU 349 – Mathematics in the Elementary School I*Prerequisites: EDU 200 and EDU 202*

This course is the first of a two-courses sequence that emphasizes instructional methodologies, strategies, activities, assessment, and materials for teaching mathematical concepts and skills in grades K-6. Participants explore key mathematical topics in the areas of problem solving, whole numbers operations, number theory, and rational numbers. Field experiences include observing students in school setting during math instruction and conducting clinical interviews with children. Prospective elementary teachers examine current research, national and state standards, curriculum materials, and the use of math manipulatives in instruction. (3 credits) Fall, Spring

EDU 350 – Mathematics in the Elementary School II*Prerequisites: EDU 200, EDU 202 and EDU 349*

This course builds upon EDU 349 and emphasizes instructional methodologies, strategies, activities, assessment, and materials for teaching mathematical concepts and skills in grades K-6. Participants explore key mathematical topics in the areas of patterns, relations and functions, geometry, measurement, data and probability. Field experiences include attending a local math education conference and teaching a math lesson in an elementary school. Prospective elementary teachers continue to examine current research, national and state standards, curriculum materials and the use of math manipulatives in instruction. (3 credits) Fall, Spring

EDU 355 – Elementary and Middle School Level Special Education Practice*Prerequisites: EDU 200 and EDU 202*

In this course, prospective teachers examine the characteristics of elementary and middle school students with the most prevalent disabilities (e.g., learning disabilities, communication disorders) and learn about differentiating instruction in mixed ability classrooms. Considerable time is spent reading about, and discussing the educational rights of children and young adolescents with disabilities, and the legal obligations of their schools and teachers. The primary emphasis in EDU 355, however, is on what research indicates about how best to plan, manage, and evaluate learning effectively in diverse classroom settings, as this is what good teachers must do regardless of their politics about mainstreaming and inclusion. (3 credits) Fall

EDU 356 – Middle and Secondary School Level Special Education Practice*Prerequisites: EDU 200 and EDU 202*

Taken concurrently with EDU 376.

This course is concerned primarily with those instructional and behavioral strategies shown by research to have the most positive impact on young people with disabilities. Prospective teachers in EDU 356 examine the psychological and educational characteristics of adolescents with disabilities; review the educational rights of these students and the legal obligations of their schools and teachers; and learn about, and demonstrate, proven and/or promising instructional approaches. (3 credits) Spring

EDU 363 – Literacy Across the Curriculum*Prerequisites: EDU 200 and EDU 202 and Junior standing only*

This course is based on the premise that America's literacy dilemma can be solved if each and every teacher were to play a role in its resolution. In essence, content area literacy is the domain of all secondary content area teachers. This course explores contemporary theories and class-

room practice in regard to content area reading and writing. It is designed to provide practical reading and writing instructional strategies that are tied directly to a student's potential literacy difficulties, comprehension of secondary textbooks and supplementary materials, persuasive and descriptive writing, and writing research reports. This course is suitable for both pre-service and in-service teachers. (3 credits) Fall

EDU 370 – Social Studies in the Elementary School

Prerequisites: All advanced methods courses

This final course in Curriculum Level II is designed to be a culmination of all prior education coursework. Participants explore theoretical principles and procedures which lead to the instructional practice of social studies in the elementary school. This course also emphasizes the tenets of cooperative learning, the development of content area integrated units, and the use of the Internet in the classroom. In addition, literacy across the curriculum practices are once again reviewed to bring participants to a clear understanding of how literacy is integrated throughout the school day. Current standards for literacy are revisited and National Standards for Social Studies are reviewed. Field experiences include observing a social studies lesson in a local public school and analyzing the lesson using a lesson analyzer template. (3 credits) Fall

EDU 372 – Issues in Elementary Health Education

Prerequisites: EDU 200 and EDU 202

This course is designed to enable prospective teachers to become knowledgeable in the national and Rhode Island Health Education Standards for elementary students. The Rhode Island Health Frameworks are used as content standards for this course. Topics which are explored include: health promotion, disease prevention, health-enhancing behaviors, and issues regarding substance abuse and child abuse. (1 credit) This course is offered in two Saturday sessions during the Fall and Spring

EDU 373 – Issues in Middle and Secondary Health Education

Prerequisites: EDU 200 and EDU 202

This course explores topics in health education, including tobacco, alcohol and other drug use, mental and emotional health, sexuality and family life, personal safety and disease prevention and control. It is designed to provide participants with sound, basic knowledge and sensitivity to some of the most difficult issues they may confront during their professional lives, and to assist them in developing appropriate skills relative to these issues. (1 credit) This course is offered in two Saturday sessions during the Fall and Spring

EDU 375 – Elementary Education Practicum (Field Experience)

Prerequisites: Consent of the Office of Field Experiences

This course is designed to prepare pre-service teachers for student teaching. Students are introduced to the continuum of teacher development and are placed in a public school for a minimum of 100 hours of in-class participation. Students perform several teaching activities during the semester and University Clinical Supervisors visit participants in their school settings. Toward the end of Practicum, students prepare an oral presentation, reviewing their growth as prospective teachers and demonstrating their readiness to student teach. The presentation is made before a review panel composed of faculty members and field-based professionals. (3 credits) Fall, Spring, Winter Intersession

EDU 376 – Secondary Education Practicum (Field Experience)

Prerequisites: Consent of the Office of Field Experiences

This course is designed to prepare pre-service teachers for student teaching. Students are introduced to the continuum of teacher development and are placed in a public school for a minimum of 100 hours of in-class participation. Students perform several teaching activities during the semester, and University Clinical Supervisors visit participants in their school settings. Toward the end of practicum, students prepare an oral presentation, reviewing their growth as prospective teachers and demonstrating their readiness to student teach. The presentation is

made before a review panel composed of faculty members and field-based professionals. (3 credits) Fall, Spring, Winter Intersession

EDU 380 – Special Topics in Education

In-depth study of some aspect of education. Specific focus varies from semester to semester. Provides an advanced level of course work or research in education. May be repeated for credit, but students may study a single topic only once. (1-3 credits) On Demand

EDU 381 – Young Adolescent Development

This course provides students with an opportunity to examine the key physical, psychological, and social needs changes that characterize the developmental stages of young adolescence. Emphasis is placed on understanding issues related to the complexities of this unique phase of development within the context of middle school classroom environments. (3 credits)

EDU 382 – Middle School Curriculum and School Organization

This course investigates contemporary middle school curricula, programs, and policies. Emphasis is placed on the creation and implementation of developmentally appropriate organizational and curricular practices. Students also examine the underlying philosophy and mission of middle school education. (3 credits)

EDU 383 – Applied Middle School Instruction and Assessment

Prerequisites: EDU 381 and EDU 382

Middle level teaching and learning strategies are discussed in this course. Topics include interdisciplinary instruction, working in collaborative teams, and mentorships. Emphasis is placed on the design, development, and implementation of standards-based instruction and performance-based assessment. Students complete a 60-hour supervised field placement as part of this course. (3 credits)

EDU 388 – Teaching Ethology and History of Dance

Prerequisites: EDU 200 and EDU 202

This course for PK-12 Dance Education majors focuses on how social, historical and cultural movements affect dance as an art form, and how dance serves important societal functions, Methodologies for research, reconstruction, and teaching social historical, concert and world dances in public education are presented and linked to appropriate standards. (3 credits) Spring

EDU 390 – Teaching Secondary Mathematics through Inquiry

Prerequisites: EDU 200 and EDU 202

This course reviews the concepts taught in the secondary school mathematics classroom in the areas of number and operations, number theory, and algebra, patterns and functions. The course emphasizes demonstration of instructional methodologies, uses of instructional materials, and demonstration of a variety of representations in problem solving to prepare pre-service teachers to teach and communicate mathematical ideas in an authentic and meaningful way. Participants are also introduced to national and state standards regarding mathematics learning and instruction. Field experiences include observing adolescents in school settings during math instruction, interviewing students, and leading a group mathematical activity. (3 credits)

EDU 391 – Teaching Secondary Mathematics: Geometry, Data, and Trigonometry

Prerequisites: EDU 200, EDU 202, EDU 390

This course reviews the concepts taught in the secondary school mathematics classroom in the areas of geometry, data and probability, and trigonometry. The course emphasizes demonstration of instructional methodologies, uses of instructional materials, and demonstration of a variety of representations in problem solving to prepare pre-service teachers to teach and communicate mathematical ideas in an authentic and meaningful way. Participants continue to use national and state standards regarding mathematics learning and instruction. 15 hours of fieldwork include co-teaching and teaching assignments. (3 credits)

EDU 392 – Teaching Secondary Science through Inquiry*Prerequisites: EDU 200 and EDU 202*

Preparation to teach inquiry-based science involves learning how to plan, deliver, and assess appropriate curricula and student learning. This course enables students to apply their knowledge of science content and inquiry as a pedagogical practice, and general best practices with respect to science laboratory activities and safety. In addition, students participate in a variety of field experiences and reflect on them to gain powerful insights into science teaching and learning in the secondary school. (3 credits)

EDU 393 – Standards-Based Science in the Secondary School*Prerequisites: EDU 200 and EDU 202*

This course provides students with exemplary experiences that are designed to prepare them for successfully teaching science at the secondary level. Because science teaching is a complex activity that is best learned through experience, course participants design and test instructional approaches to teaching and assessing science, guided by the National Science Education Standards. In addition, students participate in a variety of field experiences, under the guidance of professionals, and reflect on them in order to gain powerful insights into science teaching and learning in the secondary school. (3 credits)

EDU 394 – Teaching Reading and Literature in the High School*Prerequisites: EDU 200 and EDU 202*

This course is designed for undergraduates enrolled in a secondary English Education Program. The main objective is to explore current theories and best practices of English literacy instruction and assessment. Topics include: reading fluency, reading comprehension, and reader response theories and practice. Because English literacy is a complex topic, course participants are actively engaged in designing instructional materials and organizational possibilities for building an active literate classroom environment. Field experiences add to participants' knowledge of adolescent literacy processes. (3 credits)

EDU 395 – Teaching Writing in the High School*Prerequisites: EDU 200 and EDU 202*

This course is designed for undergraduates enrolled in a secondary English Education program. The main objective is to explore theories and best practices of writing instruction and assessment. Topics include the components of writing instruction: the process and context, the writing genres, and the application of English language conventions; and the study of English language structure, semantics, and morphology. Course participants are actively engaged in a writer's workshop while learning how to design one for their own classrooms. Field experiences focus on media and writing curriculum. (3 credits)

EDU 396 – Historical Thinking in Context*Prerequisites: EDU 200 and EDU 202*

This course focuses primarily on the current state of history education in the United States. Is the teaching of history primarily a collective memory exercise intended to pass on a particular version of the past? Is history education a disciplinary exercise intended to prepare students to think critically about the past and its legacy? Students examine how the answers to these questions inform the nature of historical thinking, historical knowledge, and the teaching of history. Field experiences include observing the teaching and learning of history in the high school classroom as well as co-teaching a direct instruction lesson with a cooperating teacher. (3 credits)

EDU 397 – Historical Inquiry in Context*Prerequisites: EDU 200 and EDU 202*

The primary focus of this course is to enhance the engagement of students through inquiry-based teaching and learning in the secondary classroom. The course offers a rich variety of ideas and resources for teachers regarding historical thinking, the selection of content, methods, problem solving, deliberative discussion, the use of primary sources, and ways to assess students' learning.

Teachers of history will discover and explore ways to activate the "historian" present in all students, heighten historical consciousness, and help students think critically about historical events. Field experiences include observing the teaching and learning of history in the high school classroom as well as co-teaching an inquiry-based lesson with a cooperating teacher. (3 credits)

EDU 398 – Teaching Standards-based World Languages and Culture*Prerequisites: EDU 200 and EDU 202*

The primary focus of this course is communicative language learning and teaching, and emphasizes teaching beginning language learners in grades 6-10 (up to high school levels I and II). The course is designed to provide prospective world language teachers with the skills necessary to apply sound educational and language acquisition theories to the beginning world language classroom (as reflected in the ACTFL national standards). The examples of these organizing principles of language learning and instruction will come from beginning second language learners in the early stages of instruction in a world language. In addition, this course requires secondary world language teacher candidates to complete 15 hours in the field observing the teaching and learning of a language as well as planning and teaching a contextualized, communicative lesson with a cooperating teacher. (3 credits)

EDU 399 – Teaching Literacy to World Language Learners*Prerequisites: EDU 200 and EDU 202*

The primary focus of this course is communicative language learning and teaching to promote best practice in literacy instruction in a second language. The emphasis is on high school levels III-V and Advanced Placement. The course is designed to provide prospective world language teachers with the skills necessary to apply sound educational and language acquisition theories to the teaching and assessment of reading comprehension and the writing process. The examples of these organizing principles of language learning and instruction will come from intermediate to advanced second language learners of a world language. In addition, this course requires secondary world language teacher candidates to complete 15 hours in the field observing the teaching and learning of a language as well as planning and teaching a cultural or literary lesson with a cooperating teacher in a high school setting. (3 credits)

EDU 411 – Capstone: Science Education*Prerequisites: EDU 200, 202, 392, 393, or consent of instructor.*

This is the culminating science education course for undergraduates who are pursuing secondary science teacher certification. Proper management of all aspects of the science classroom is the principal focus of this capstone course. Since it is taught in conjunction with Practicum, many course topics relate directly to the manner in which science programs are implemented in high schools. New topics include high-stakes testing and curriculum integration. Other areas such as assessment, inquiry, and instructional design that were introduced during earlier courses are explored in greater depth. (3 credits)

EDU 412 – Capstone: Multicultural Adolescent Literature*Prerequisites: EDU 200, 202, 394, 395, or consent of instructor.*

This course is designed as the capstone experience for undergraduates enrolled in a secondary English Education program. The three main objectives for this course are: (1) to explore traditional, contemporary and multicultural fiction, non-fiction, and media appropriate for adolescents; (2) to explore classroom contexts for talking about books and media in the high school classroom; and (3) to explore components of a culturally responsive classroom community. Field experiences add to participants' knowledge of creating a culturally responsive high school English classroom. (3 credits)

EDU 413 – Capstone: Ways of Knowing – History and Social Studies*Prerequisites: EDU 200, 202, 396, 397, or consent of instructor.*

Ways of Knowing – History and Social Studies is an instructional methodology course designed to expose students to the basic principles, ideas, and classroom practices that lead to engaging

teaching and learning of history/social studies at the secondary level. Students examine and describe the nature of social studies instruction in the secondary school. Students demonstrate an understanding of the social studies content area through the observation and delivery of standards-based instruction, and they critically reflect upon the practice of teaching and learning social studies for all students. (3 credits)

EDU 414 – Capstone: Mathematics Education

Prerequisites: EDU 200, 202, 390, 391, or consent of instructor.

Students enroll in this course at the same time as Practicum. Specific emphasis is on the culture of the classroom, and teaching and assessment strategies for motivating, engaging, and challenging students in the mathematics classroom. The course focuses on implementing problem solving strategies, flexible grouping, questioning strategies, and applying assessment tools. (3 credits)

EDU 415 – Capstone: Foreign Language Education

Prerequisites: EDU 200, 202, 398, 399, or consent of instructor.

This capstone course is an advanced methodology course designed to extend teacher candidates' growing understanding of the organizing principles and classroom best practices that lead to communicative language learning for secondary students. The course has a 15-hour field component that must be completed, independent of the hours devoted to Practicum. This course will assist teacher candidates in improving their own practice in meeting the Rhode Island Professional Teacher Standards (RIPTS) and the ACTFL/NCATE Foreign Language Teacher Standards. Candidates also examine, describe and critically reflect on the role of new research in guiding practice. Taken concurrently with EDU 376, Secondary Education Practicum. (3 credits)

EDU 416 – Capstone: Applications in Dance Methodology and Best Practices

Prerequisites: DANCE 460 and EDU 388, or consent of instructor

This course for PK-12 Dance Education majors provides further study of methodology and best practices in teaching and learning as they apply to dance. Using the question, "How do best practice educational methodologies apply in dance education?" students will investigate not only similarities with other disciplines but with differences and special concerns for dance educators and their students. Taken simultaneously with EDU 376, Practicum (3 credits) Fall

EDU 430 – Children and Books

Introduction to multicultural trade books, classic and contemporary, for children from birth to age nine. Students examine and evaluate both text and illustrations in a variety of genres: concept books, folktales, fantasy, historical fiction, poetry, informational books, etc. (3 credits) Spring

EDU 450 – Student Teaching

Prerequisites: EDU 375 or EDU 376

Student Teaching takes place over one full semester and involves at least 14 weeks of teaching. As with Practicum, this is a supervised experience. University Clinical Supervisors observe participants in their school settings, meet students in seminars, and collaborate with field-based practitioners to mentor, support, and finally to evaluate student performance. (12 credits) Fall, Spring

EDU 451 – Student Teaching Seminar

Prerequisites: EDU 375 or EDU 376

This course is designed to complement the student teaching experience and is a required component of that experience. Students reflect on their practice in relation to the continuum of teacher development and the Rhode Island Professional Teaching Standards (RIPTS). (2 credits) Fall, Spring

EDU 501 – Foundations of Educational Research

This course examines historical, philosophical, and social issues of teaching and learning through selected readings, class discussions, and student research. Students learn to interpret and analyze

qualitative and quantitative research and to write and present a review of the research on a current issue in education. Field experiences in diverse settings are required. (3 credits)

EDU 502 – Foundations in Educational Research: Perspectives in Social Justice

This course provides an overview of the historical, sociological, psychological, political and economic influences on education in America. Students will acquire knowledge and gain insights into how societal and educational structures, policies, and practices affect student learning and outcomes. The course is designed to offer students a theoretical and conceptual grounding in the historical, sociopolitical and philosophical underpinnings of education for diverse populations in the United States. Students will explore such matters as equality, equity, diversity and social identity, and how these concepts are an integral part of schooling in a democratic society. This interdisciplinary approach allows students to reflect upon education in a way that understands that school settings are not neutral, but play a dominant role in the cultural and structural features of society, in particularly as it relates to power structures within our society. (2 credits) Summer

EDU 503 – Research in Learning and Development

This Educational Psychology course provides an opportunity to study recent research related to human development and its influence on teaching/learning processes. The foci of this course include language, cognition, social/emotional development, temperament and personality. Emphasis is also placed on concepts related to understanding and evaluating standardized tests, performance assessments, and other means of measuring learning and development. Field experiences in diverse settings are required. (3 credits)

EDU 504 – Psychology of Development and Learning

This course focuses on knowledge of the development of children that is critical for skillful teaching. The creation of an environment that will nurture and challenge children can only be accomplished when a teacher can appreciate a child's developmental abilities and needs. The foci of this course include language, cognition, social/emotional development, temperament and personality. The role of culture, motivation, intelligence, and socio-economic status will also receive considerable attention. The course will be run as a seminar. (3 credits)

EDU 506 – 21st Century Classrooms and Information Literacy

The focus of the course is the integration of technology into the classroom and the use of technology as a productivity and research tool for teachers. This course addresses all of the National Technology Standards for Teachers (NETS-T). (2 credits)

EDU 507 – Introduction to Elementary Literacy Practices I

Prerequisites: EDU 501 or EDU 502 and EDU 503 or EDU 504

This course examines the emergence and development of young children's knowledge of the English Language Arts. The major focus of this course is the teaching of reading, speaking, and listening strategies in formal and informal multicultural contexts. The course lays groundwork of knowledge by examining current research in teaching literacy and literacy practice as defined in the Rhode Island Grade Level Expectations (GLE's). Field experiences in this course include participating in a voluntary reading program or working with a child in a public school. Students must also demonstrate competence in using instructional technology. (3 credits)

EDU 508 – Multicultural Education/Urban Education

Fulfills a course requirement for the MAT in Elementary Education

Schools continue to be places where race and language stratification are played out, in both structural and individual ways. Despite efforts to address discrimination in schools, the educational experiences of children of color continue to be unequal. It is this phenomenon that this course will address. (3 credits) Fall

EDU 509 – Standards-based Science in the Elementary Classroom

Prerequisites: EDU 501 or EDU 502 and EDU 503.

Taken concurrently with EDU 504 in the Residency Program

This course explores current research and practice related to standards-based science. It advocates authentic use of the inquiry-based methods. Course participants are immersed in science laboratory approaches and classroom procedures for exploring science with children. In addition, students use available technological resources for the teaching of science. This course integrates state standards and the National Science Education Standards. Field experiences include working in settings with diverse learners. (3 credits)

EDU 511 – Standards-based Mathematics in the Elementary Classroom

Prerequisites: EDU 501 or EDU 502 and EDU 503 or EDU 504

This course investigates the concepts and computation methods taught in the elementary school classroom. Specific emphasis is on the demonstration of instructional methodologies, the uses of instructional materials, and demonstration of a variety of representations in problem-solving in preparing pre-service teachers to teach and communicate mathematical ideas in an authentic and meaningful way. Participants are also introduced to Rhode Island Grade Level Expectations (GLE's) and the National Council of Teacher of Mathematics Standards. Field experiences include observing children in school settings during math instruction and designing and teaching a math lesson in a classroom. Students must also demonstrate competence in using instructional technology. (3 credits)

EDU 512 – Fieldwork in an Urban Community

This course introduces candidates to the foundational skills of reflective practice by combining four weeks of intensive fieldwork in an urban community with weekly seminar meetings. The seminar provides a framework and the philosophical underpinnings for students to make meaning of their interactions with children. Students will observe and work with elementary-aged students individually as well as in small and large groups. Readings and seminar discussions will focus on such topics as teacher identity, learning environments, equity in the classroom, second language acquisition, student/teacher relationships, and the connections between language and culture. Students will share their thinking, practice, and learning outcomes in a culminating presentation. The course will be co-taught by Gordon and Roger Williams University faculty members. (2 credits) *Summer II*

EDU 513 – Contemporary Issues in Health Education

This course is designed to enable prospective students to become knowledgeable in the K-12 National and Rhode Island Health Education Standards. The Rhode Island Health Frameworks are used as content standards for this course. Topics explored include: health promotion, disease prevention, health-enhancing behaviors, and issues regarding substance abuse and child abuse. This course meets on two Saturdays during each semester. (1 credit)

EDU 515 – Introduction to Elementary Literacy Practices II

Prerequisite: EDU 507

This course builds on EDU 507: Elementary Literacy Practices I. In Literacy II, participants continue their exploration of teaching the English Language Arts. The primary focus is the research and practice related to writing instruction including: (1) the forms and types of writing, (2) the process of writing, and (3) the English language arts conventions. A second focus of this course is performance-based literacy assessment. Participants learn to design and implement a reading/writing performance assessment based on the Rhode Island Grade Level Expectations (GLE's). Field experiences include tutoring through a voluntary reading program and a one-time visit to a public school to conduct a literacy performance assessment. Students must also demonstrate competence in using instructional technology. (3 credits)

EDU 517 – Introduction to Special Education Research and Practice

Prerequisites: EDU 501 and EDU 503

This course examines the research regarding the assessment and intervention of special education students. Course participants become familiar with Public Law 94-142 "mainstreaming" though the most current initiatives affecting the educational practice of inclusion. Instructional strategies and student mediation activities suitable for special needs students placed in a regular (inclusion) setting are emphasized. Participants are also taught to read Individual Education Plans (IEP's) and participate in a school environment observing or intervening on the behalf of a special needs student with an IEP. Students must also demonstrate competence in using instructional technology. (3 credits)

EDU 518 – Research and Practice in the Inclusive Classroom: A field-based Experience

This course examines the civil liberties of students with disabilities, and the legal obligations of their schools and teachers. The characteristics of students with the most prevalent disabilities—and the full continuum of placement options and services available to them—will receive considerable attention. Central to our discussions will be case studies that highlight many of the ethical dilemmas teachers invariably face, as they try to balance the social and academic needs of children with federal law, state policy, and local school practice. Our primary emphasis, however, will be on how to plan, manage, and evaluate learning effectively in diverse classroom settings. (4 credits) *Winter Intersession*

EDU 519 – The Integrated Arts Curriculum

Prerequisites: EDU 501 and EDU 503

This course explores theories regarding art education and the cognitive, behavioral, and social benefits of integrating arts across the multicultural curriculum. The course also emphasizes strategies and resources for teaching art, music, and movement education in the elementary school. Specific emphasis is on learning how to integrate these subjects into the school's core curriculum. The course also explores classroom management techniques in conjunction with these activities. A culminating unit on a thematic topic helps participants to learn to design interdisciplinary units of instruction. This course uses the Rhode Island Arts Frameworks. Students must also demonstrate competence in using instructional technology and working in the field with diverse learners. The course includes a field experience. (3 credits)

EDU 520 – Studio Experience: Methods and Materials in Art Education

This course is taught in a studio setting and is designed to introduce students to the visual arts through looking at, discussing, and making art. Visual arts are an integral part of life and essential to an individual's education. The arts can promote attitudes of understanding, respect, and tolerance. They provide insight into cultures and foster appreciation of the accomplishments and multiple perspectives of others. The artistic and conceptual development of children will be covered as students engage in a series of workshop experiences with a range of materials. Each class will focus on a particular theme and introduce artists, concepts and techniques. Students will learn to translate and transfer these experiences into their own teaching. Strategies for integrating art with other disciplines will also be covered in this course. (2 credits) *Spring*

EDU 521 – The Thematic Elementary Curriculum: Social Studies and Literacy

This final methods course is designed to be a culmination of all elementary education MAT course work and supports students' continued development toward teaching in a global and culturally diverse world. Participants explore theoretical principles and procedures which lead to the instructional practice of social studies in the elementary school. In addition, literacy across the curriculum practices are once again reviewed to bring participants to a clear understanding of how literacy is integrated throughout the school day. Current standards for literacy are revisited and National Standards for Social Studies are reviewed. Field experiences include working in a multicultural setting. Students must also demonstrate competence in using instructional technology. (3 credits)

EDU 522 – Multicultural Children's Literature

This course examines children's multicultural literature for emerging multicultural practitioners. Students will study and utilize multicultural literature for children from first through sixth grade. Various genres will be critically examined in relation to visual literacy and the social implications of characterization and authorial voice for specific grade levels. An introduction to selective bibliographic tools and review media will be included to provide students with the skills to become effective evaluators and teachers of multicultural literature. Class presentations and media resources will provide background for discussions of various literary genres represented in contemporary writings for children and their applications for classroom use. (2 credits) Fall

EDU 526 – Internship and Seminar I

The internship and accompanying seminar form the backbone of the year-long teacher residency experience. This experience is divided into Fall (EDU 526) and Spring (EDU 606) segments. In EDU 526, student interns work in classrooms with their cooperating teachers four full days/week. Weekly seminar meetings provide a framework for examining the philosophical underpinnings necessary for making meaning of everyday classroom experiences and teaching practices. The curriculum is based on the Rhode Island Professional Teaching Standards (RIPTS) and the Gordon School Guiding Principles of Multicultural Practice, and progress is measured using the continuum of teacher development. Time is built in for reflection and guided inquiry, applications of theory learned in course work, and discussion of data and other forms of evidence gathered in classrooms. Interns are encouraged to pose and answer questions, and develop and refine their practice. (4 credits) Fall

EDU 541 – Young Adolescent Development

This course provides students with an opportunity to examine the key physical, psychological, and social needs changes that characterize the developmental stages of young adolescence. Emphasis is placed on understanding issues related to the complexities of this unique phase of development within the context of middle school classroom environments. (3 credits)

EDU 542 – Middle School Curriculum and School Organization

This course investigates contemporary middle school curricula, programs, and policies. Emphasis is placed on the creation and implementation of developmentally appropriate organizational and curricular practices. Students also examine the underlying philosophy and mission of middle school education. (3 credits)

EDU 543 – Applied Middle School Instruction and Assessment

Prerequisite: EDU 541 and EDU 542

Middle level teaching and learning strategies are discussed. Topics include interdisciplinary instruction, working in collaborative teams, and mentorships. Emphasis is placed on the design, development, and implementation of standards-based instruction and performance-based assessment. Students complete a 60-hour supervised field placement. (3 credits)

EDU 601 – Graduate Practicum in Elementary Education

Prerequisite: Completion of Course Work

This course is designed to prepare pre-service teachers for student teaching. Students are introduced to the continuum of teacher development and are placed in a public school for a minimum of 100 hours of in-class participation. Students perform several teaching activities during the semester, and University Clinical Supervisors visit participants in their school settings. Toward the end of Practicum, students prepare an oral presentation, reviewing their growth as prospective teachers and demonstrating their readiness to student teach. The presentation is made before a review panel composed of faculty members and field-based professionals. (3 credits)

EDU 603 – Graduate Student Teaching in Elementary Education

Prerequisite: Completion of Course Work and EDU 601

Student teaching takes place over one full semester of at least 14 weeks. University supervisors meet students in seminars, and collaborate with field-based practitioners to mentor, support, and finally to evaluate student performance. (12 credits)

EDU 604 – Graduate Student Teaching Seminar

Prerequisite: Completion of Course Work and EDU 601

This course is designed to complement the student teaching experience, and is a required component of that experience. Students examine their practice in relation to the continuum of teacher development and the Rhode Island Professional Teaching Standards (RIPTS) as they reflect upon their student teaching practice. (3 credits)

EDU 606 – Internship and Seminar II

The Spring Internship and Seminar form the second part of the year-long teacher residency experience. Students continue to examine their practice in relation to the Rhode Island Professional Teaching Standards (RIPTS) and the Gordon School Guiding Principles of Multicultural Practice, and use the continuum of teacher development as they reflect upon their practice. Weekly seminar meetings and course work offer a framework and the philosophical underpinnings necessary for making meaning of everyday classroom experiences. Course assignments are connected to experiences in the classroom, enabling interns to apply what they have learned and receive immediate feedback. With time built in for reflection and guided inquiry, interns will apply theory, collect evidence, pose and respond to questions, and develop and refine their practice. Guest speakers will provide knowledge of professional organizations and other opportunities for continued professional development. (4 credits) Spring

EDU 607 – Introduction to Exceptionality Research

In this course, students review, analyze, and interpret research in atypical human growth and development. Our central focus will be on the academic literature related to the etiologies and characteristics of students with the most prevalent disabilities (i.e., learning disabilities, disorders of attention, speech and language disorders, mild mental retardation, and emotional and behavioral disabilities). (3 credits) Summer

EDU 608 – Legal and Ethical Foundations of Special Education

In this course, students will uncover the most salient social, historical and legal foundations of special education and examine current issues confronting the field, such as full inclusion, disability rights, and professional ethics. Our initial concern will focus on the civil liberties of students with disabilities, and the legal obligations of their schools and teachers. Central to our discussions will be case studies that highlight many of the ethical dilemmas teachers invariably face, as they try to balance the social and academic needs of children with federal law, state policy, and local school practice. (3 credits) Summer

EDU 610 – Introduction to Literacy Research

This is the first course offered in the Master of Arts Literacy Program and must be taken before any other courses. Students learn how to read, interpret, and analyze qualitative and quantitative research while surveying the historical and current perspectives of literacy research and practice. This course takes a scholarly look at the field of literacy through the lenses of the fields of language, literacy, cognitive psychology, and cultural anthropology. (3 credits) Fall

EDU 612 – The Power and Promise of Inclusive Classrooms

Virtually every classroom in the United States contains at least one child with a disability, a fact that presents both challenges, and great promise for regular classroom teachers and children alike. The primary emphasis of this course is on how to plan, manage, and evaluate learning effectively in diverse classroom settings, as special educators are increasingly asked to design, consult, and collaborate with regular classroom teachers who must often educate students with

disabilities in mainstream settings. To this end, we will review research-based instructional practices appropriate for students with disabilities who are mainstreamed in regular classroom environments. (3 credits) Fall

EDU 613 – Cultivating Pro-Social Behavior

In this course, students will examine current theories of social-emotional development as well as the most prevalent disorders of emotional control and behavioral self-regulation. Our primary focus, however, will be on research-supported strategies for facilitating the development of pro-social behavior in children who struggle with low self-concept, behavioral inhibition, social isolation, and/or reciprocal social interaction. (3 credits) Fall

EDU 614 – Developing Language and Literacy

This course surveys research and practice in regard to developmental language acquisition as well as development of the school/communication processes. Implications of ethnic, linguistic, and cultural differences among learners for language learning are emphasized. (3 credits) Summer

EDU 616 – Research-Based Literacy Practices I: Writing Across the Curriculum, K-12

Prerequisite: EDU 610

In this course, students analyze current research on K-12 writing instruction and the essential link between reading and writing practices. The primary learning outcomes are the best practices related to writing instruction, intervention and assessment of the following: 1) narrative and expository genres; 2) a process approach to writing; and 3) the English Language Arts conventions. Participants also explore writing workshop discourse communities as defined by constructivist literature as well as best practices for the English language learner (ELL). (3 credits) Spring

EDU 618 – Literature for Children and Young Adults

This is a survey course of literature for children and young adults. Students study literature for children beginning with young toddlers through adolescents. Various genres are examined in relation to aesthetic criteria, social implications, and appropriate audiences. An introduction to selective bibliographic tools and in review media is included. Class presentations, guest lectures, and media resources provide background for discussions of various literacy genres represented in traditional and contemporary writings for children and young adults and their application to classroom use. (3 credits) Summer

EDU 620 – Research-based Literacy Practices II: Reading Across the Curriculum, K-12

This course connects research to practice relative to the principles of reading instruction and intervention in content area reading. Specific emphasis is on cognitive strategy instruction and the effect it has on K-12 students' metacognition of reading comprehension processes. Learning outcomes inside research-based best practices in the teaching of vocabulary and comprehension of expository text. Accommodations for the English language learner are examined. (3 credits) Summer

EDU 622 – Research-Based Literacy Practices III: Preparing Strategic Readers, K-12

This course connects research to practice relative to the principles of reading instruction and intervention. Students will demonstrate understanding of current research and best practices of strategic reading instruction in the following areas: phonological awareness, phonetic awareness, phonics, fluency, and comprehension of narrative text. Students survey the principles of emergent literacy; a balanced literacy program; and the components of a literature environment. Accommodations for the English language learner are examined. (3 credits) Fall

EDU 634 – Assessment of Reading and Writing Difficulties

This course addresses the fundamental principles of instruction and assessment for learners with difficulties in reading and writing and focuses on assessment, evaluation and interventions. Topics include observation techniques, the running record, portfolios, the administration and interpretation of individual and group tests, formal and informal assessment instruments,

the development of individual informal instruments, and intervention strategies. Students are required to work with two learners who have demonstrated difficulties in reading and writing: one child and one young adult. (3 credits) Spring

EDU 635 – Assessment and Planning

This course examines how assessment practices and data from diagnostic testing are used to inform curriculum and instructional approaches for children with mild/moderate disabilities. Students will learn how to administer, score, and interpret, a variety of tests of cognitive ability and academic achievement. The course will include an examination of formal and informal assessment strategies, including the use of individually administered norm-referenced instruments, curriculum-based assessments, interview techniques, behavioral observation, and functional behavioral assessment. (3 credits) Fall

EDU 638 – Clinical Experiences in Literacy Education

This course offers students clinical experience with school-age children and adults with difficulties in reading, writing, and related language arts. Students examine and utilize methods of assessment and intervention. They also learn how to adapt commercially prepared testing materials and intervention techniques to the developmental level, diagnosed needs, and cultural and linguistic backgrounds of pupils. Students document procedures and progress and write detailed case studies. (6 credits) Summer

EDU 650 – Leadership for Literacy Professionals (including Professional Practicum)

This course addresses the basic responsibilities of the reading consultant/specialist. Topics include organization and supervision of reading and language arts programs; selection of instructional materials; evaluation of classroom instruction; planning and implementing staff development; working with teachers to organize and manage language arts classrooms; and consulting with various groups within the school community. Students are required to spend a minimum of 35 hours in an approved field experience working directly with a reading consultant. (3 credits) Fall

EDU 651 – Special Education Internship

Under the direction of the school principal and special education supervisor, the special education intern will provide direct instruction as well as instructional support to students with mild-moderate disabilities in individual and small group settings. Interns will also work collaboratively with parents, general education teachers, instructional aides, and other professionals as appropriate in order to plan, deliver, manage, and evaluate the instruction of students with disabilities in mainstream settings. Interns will also assist in the development of Individual Education Programs (IEP) and participate in special education meetings and in the preparation of required special education paperwork. (9 credits) Spring

EDU 652 – Internship Seminar: Building Home, School, and Community Partnerships

The field seminar is taken in conjunction with EDU 651 Special Education Internship and takes as its focus the special education intern's experience in the field. Special emphasis is placed on the development of collaborative relationships with the families of children with disabilities as well as with relevant school personnel, other professionals, and community agencies. (3 credits) Spring

EDU 654 – Advanced Literacy Research Seminar

This course focuses on current issues in reading, writing, and language through the development of comprehensive tasks. Students work on individual tasks under the guidance of the seminar professor(s). (4 credits)

ENGINEERING

ENGR 110 – Engineering Graphics and Design

Prerequisites: None

An introduction to the engineering design process and Solidworks. Student teams engage in the conception, design and construction of a working engineering project. (3 credits) Fall

ENGR 115 – Computer Applications for Engineering

Prerequisites: None

Formulation, analysis and solution of typical engineering problems using computers. Topics include spread sheet problem solving, algorithmic process, flow chart development, and programming. (3 credits) Spring

ENGR 210 – Engineering Mechanics I (Statics)

Prerequisites: MATH 207 or MATH 213, PHYS 201

Study of static equilibrium of forces acting on particles and rigid bodies in two and three dimensions using vector algebra, free-body diagrams, centroids, and moments of inertia. Applications to simple structures. This course will present Engineering applications of many of the concepts introduced in Physics I. (3 credits) Fall, Spring

ENGR 220 – Engineering Mechanics II (Dynamics)

Prerequisite: ENGR 115, ENGR 210; *Co-requisite:* MATH 214

Topics include: kinematics and dynamics of particles and rigid bodies in plane motion; work-energy and impulse-momentum principles. (3 credits) Spring

ENGR 240 – Circuit Theory and Lab

Prerequisites: MATH 213, ENGR 115

Techniques of circuit analysis – Mesh, Nodal, Superposition, Thevenin, Norton. Simple RC and RL circuits. Sinusoidal excitation and phasors. Steady state analysis. Polyphase circuits. Computer-aided solutions. Laboratory experiments in circuit analysis. (4 credits) Fall

ENGR 260 – Engineering Electronics and Lab

Prerequisite: ENGR 240

Topics include: semiconductor materials and devices; energy bands and conduction phenomena in semiconductors; PN junction diodes; power supply design; design and analysis of single-stage transistor amplifiers; small signal modeling and frequency response of transistor amplifiers. Laboratory experiments in electronics. (4 credits) Spring

ENGR 270 – Digital Systems Design and Lab

Prerequisite: MATH 221 or permission of the instructor

Introduction to design and analysis of digital circuits. Students will learn the basics of number representation and conversion, Boolean algebra, combinational circuit design and optimization techniques, sequential circuit design techniques, and application of digital systems. The course examines register transfer level design, systems level CPU design and specification, data and control path design, and basics of digital systems design using CAD. Students will participate in a weekly laboratory where they will apply techniques developed in class to the design and implementation of small systems. (4 credits) Fall

ENGR 300 – Mechanics of Materials and Lab

Prerequisite: ENGR 210

Emphasizes stresses and strains due to axial bending and torsional loading; shear and bending moment diagrams; combined stresses; Mohr's circle; deformations and deflections. (4 credits) Fall, Spring

ENGR 305 – Fluid Mechanics and Lab

Prerequisite: ENGR 210

Investigates the properties and behaviors of fluids; hydrostatic forces and the basic equations governing fluid motion; principles of conservation of mass, energy and momentum; flow in open channels and pipes; compressible and incompressible flows. (4 credits) Spring

ENGR 310 – Materials Science

Prerequisite: CHEM 192

Study of mechanical and physical properties of metallic and nonmetallic materials with emphasis on the relationship between structure and properties. Phase diagrams, engineering alloys, electrical properties, plastics, and ceramic materials. (3 credits) Spring

ENGR 313 – Structural Analysis

Prerequisite: ENGR 300

Considers design loads and combinations; shear and bending moment diagrams; determinate trusses, beams, frames cables, and arches; deflection by direct and geometric methods; simple indeterminate structures analysis by classic methods. (3 credits) Fall

ENGR 320 – Environmental Engineering

Prerequisite: MATH 214 and CHEM 192

Provides an in-depth examination of the state of the environment and its interrelationship with the practice of engineering. Topics include: the interrelationships of energy, ecosystems, and the environment; mechanisms of environmental degradation; and, pollution and control of air and water resources. (3 credits) Fall

ENGR 330 – Thermodynamics

Prerequisite: MATH 214

Examines the transformation of heat into mechanical energy. Properties of ideal gases, steam and other mediums are discussed in the context of thermodynamic processes. The development and application of the first and second laws of thermodynamics are investigated. Power cycles, to include the Rankine, Otto, Diesel, and Brayton cycles, as well as the Vapor Compression Refrigeration cycle are presented in depth. Psychrometric analysis and total air conditioning are also examined. (3 credits) Fall

ENGR 335 – Engineering Economic Analysis

Prerequisite: CIS 101, CNST 116 or ENGR 115

This course provides the student with a working knowledge of the economic factors affecting different types of engineering decisions. In addition, students will become proficient in using a range of analytical approaches and modern computer tools for evaluating and analyzing engineering projects. Topics covered include the time value of money, equivalence and equivalence calculations, cash flow analysis, evaluation of replacement and retirement alternatives, uncertainty and risk analysis, sensitivity analysis, inflation and interest rate calculations, capital budgeting cost/benefit analysis and tax accounting. (3 credits) Fall

ENGR 340 – Sustainable Energy Systems

Prerequisite: PHYS 109 or PHYS 201

This course will examine, in-depth, at least three sustainable energy sources, choosing from solar, wind, biofuels, hydropower, and others. The basic science and technology pertaining to each topic will be presented along with design and implementation considerations. Environmental problems associated with energy systems will be briefly examined. Software tools will be used to assess the performance of the different energy systems. (3 credits) Spring

ENGR 350 – Theory and Design of Mechanical Measurements*Prerequisite: ENGR 300*

Explores both theory and practice behind making measurements. Topics covered in various levels of detail include: measurement methods, characteristics of signals, measurement system behavior, probability and statistics, uncertainty analysis, analog electrical measurements and devices, computerized data acquisition, temperature measurements, pressure and velocity measurements, flow measurement and strain measurement. Students will also learn how to use LabVIEW Software. (3 credits) Fall

ENGR 401 – Engineering Senior Seminar*Prerequisite: Senior standing or permission of the instructor*

This seminar will meet once each week and will include all seniors majoring in engineering. Practicing professionals will present seminars on topics of current interest. Topics typically addressed will include professional ethics, state-of-the-art developments, business practices and procedures. Speakers will be drawn from the business, government and academic communities. Students will be required to maintain a journal and to participate in a professional reading program. (1 credit) Spring

ENGR 405 – Air Pollution and Control*Prerequisites: CHEM 192 or consent of instructor*

Detailed study of the status of air pollution, atmospheric physics and chemistry, and methodologies of pollution control. Topics include emissions from stationary and mobile sources, air quality standards, major pollutants, chemical behavior of pollutants on animals and plants, design of pollution control equipment, and air dispersion modeling. (3 credits) Spring

ENGR 407 – Solid and Hazardous Waste Management*Prerequisites: CHEM 192 or consent of instructor*

Addresses environmental consequences of and control processes of solid and hazardous wastes. Topics include domestic solid wastes collection and disposal, sludge treatment, landfill methods, classification and characteristics of hazardous wastes, toxicology, hydrochemical models, remedial control of sites, surface controls, groundwater controls and direct treatment methods, disposal of treated sludge and toxic wastes, recycling methods, resource recovery, radioactive and biomedical wastes. (3 credits) Fall

ENGR 409 – Structural Design I*Prerequisite: ENGR 313*

Presents an integrated design approach to structures. Design in wood, steel, and concrete covered. Topics include: loads, load factors and design loads on structures, conceptual designs according to ASD and LRFD. Use of the current codes and standards to design essential wood, steel, concrete elements. (3 credits) Spring

ENGR 412 – Water Resources Engineering and Lab*Prerequisite: ENGR 305 or permission of instructor*

Considers hydrologic aspects of water availability from surface and groundwater sources. Flood flow analysis, surface and groundwater supply, transmission and distribution systems including pumping. (4 credits) Fall

ENGR 413 – Advanced Structural Analysis*Prerequisite: ENGR 313*

Considers deflection by energy methods; flexibility and stiffness approaches to higher order indeterminate structures; matrix and finite element analyses of beams, trusses and frames; applications to high rises, long span bridges, plates, shells and space frames; computer based analyses. (3 credits) Spring

ENGR 414 – Geotechnical Engineering and Lab*Prerequisite: ENGR 210*

Addresses soil as a foundation for structures and as a material of construction. Topics include: soil gradation, classification, physical and mechanical properties, soil compaction, stress description, consolidation, and shear strength. Includes design of footings for stability and settlement. (4 credits) Special Offering

ENGR 415 – Water and Wastewater Treatment and Lab*Prerequisite: ENGR 305 or permission of instructor*

In-depth coverage of physical, chemical, and biological processes used in drinking water and wastewater treatment both for domestic and industrial wastes. Topics include treatment processes such as coagulation/flocculation, sedimentation, aeration, activated sludge, filtration, adsorption, sludge digestion, and disinfection. Topics also include innovative techniques such as wetlands, facultative ponds, and wastewater reuse. Experimental analysis is performed with respect to parameters involved in the operations and processes of water and wastewater treatment systems. (4 credits) Spring

ENGR 417 – Groundwater Hydrology*Prerequisite: ENGR 305 or permission of instructor*

Topics include: Darcy's Law, equation of groundwater flow, steady and unsteady flows, pumping tests, design of well fields, contamination of groundwater, and quality models. (3 credits) Special Offering

ENGR 420 – Transportation Engineering*Pre- or Co-requisite: MATH 315*

This course provides students with an introduction to the principles of transportation engineering with a focus on highway engineering and traffic analysis. The material presented in this class allows students to solve transportation problems commonly encountered in transportation planning and design organizations. Areas covered include: vertical and horizontal alignment, curve fundamentals and design, sight distance and crest vertical curve design, road vehicle performance, principles and design of flexible and rigid pavement, binder grading systems, traffic flow theory, level of service measures, queuing theory and simulation for traffic modeling, design, and analysis of signalized intersections, travel demand and traffic forecasting. In addition, the material covered in this class is likely to appear on the Civil Fundamentals of Engineering exam (FE) and the Principles and Practice of Engineering exam (PE). The material also serves as a foundation for future coursework in transportation for those contemplating advanced graduate study. (3 credits) Spring

ENGR 424 – Digital Signal Processing*Prerequisite: MATH 317, ENGR 260*

Investigates digital signal analysis; Z-transform; fast Fourier transform. Digital implementation of filters – FIR, IIR, adaptive. (3 credits) Spring

ENGR 430 – Special Topics in Engineering*Prerequisites: Permission of instructor*

Selected topics determined by student needs and/or the availability of appropriate instruction.

ENGR 431 – Mechanical Vibrations*Prerequisites: ENGR 220, MATH 317*

A study of periodic motion in single and multiple degrees of freedom systems with and without damping. Free, forced, and transient vibrations. Vibration instrumentation. (3 credits) Fall

ENGR 433 – Heat Transfer

Prerequisites: ENGR 305, ENGR 330, MATH 317

The study of the three modes of heat transfer: conduction, convection and radiation. Both steady and transient systems are presented. Special topics include extended surfaces, lumped heat capacitance and approximate and numerical methods. Heat exchanger performance and design techniques are presented. (3 credits) Spring

ENGR 445 – Dynamic Modeling and Control

Prerequisites: ENGR 260

Analysis and design of linear time-invariant control systems using frequency and time domain techniques. Course makes extensive use of computer-aided simulation, analysis and design techniques. (3 credits) Spring

ENGR 450 – Mechatronics and Lab

Pre- or Co-requisite: ENGR 260 or COMSC 210

Mechatronics is the synergistic combination of mechanical engineering, electrical engineering and software engineering. Course topics include mechanics, electronic sensing and actuation, and software design for real-time control. Students will design, build and program small electro-mechanical robots to perform a specified task autonomously. "Mechatronics" is a portmanteau of "mechanics" and "electronics." (4 credits) Fall

ENGR 455 – Data Communications

Prerequisites: Permission of instructor

Signal detection in noise. Tradeoffs between bandwidth and signal-to-noise ratio and rate of information transfer. Transmission, multiplexing, and error handling. Elements of computer network design. Data link protocols. Special filtering. System comparisons. (3 credits) Fall

ENGR 465 – Network Analysis & Design

Prerequisites: Permission of instructor

This course is designed to give students a global picture of computer networks as well as hands-on experience. Topics include OSI reference model, data communication basics (signals, encoding, error checking), transmission methods (circuit and packet switching, multiplexing), transmission media (cable types, wireless), Local Area Networks (Token Ring, Ethernet, FDDI), Wide Area Networks (ATM, ISDN, T1, Sonet, Frame Relay), Internet technology (TCP/IP), applications, and Internetworking (Routing, Bridges/Routers/Gateways, quality of service). (3 credits) Spring

ENGR 490 – Engineering Design I

Prerequisites: Senior standing or permission of the instructor

This course provides experience in the integration of math, science, engineering and computer science principles into a comprehensive engineering client-based design project. Open-ended problems emphasizing a multidisciplinary approach to total system design providing multiple paths to a number of feasible and acceptable solutions that meet the stated performance requirements. Design teams are required to generate alternatives, make practical approximations, perform appropriate analysis to support the technical feasibility of the design and make decisions leading to an optimized system design. (3 credits) Fall

ENGR 492 – Engineering Design II

Prerequisite: ENGR 490

A continuation of Engineering Design I, students will be expected to develop a working prototype. Working closely with a faculty advisor, student teams will conduct periodic review presentations for their client ensuring the design meets the clients' needs and expectations. The course objectives include the delivery of a successful project to the client by the end of the semester. (3 credits) Spring

ENGLISH AS A SECOND LANGUAGE**ELI 401 – Academic Preparation (Listening/Speaking)**

Focuses on strengthening and improving listening and speaking skills needed for full participation in college-level academic courses. Enhances the ability to listen, take notes, conduct interviews, participate in discussion, and give presentations. Vocabulary development and pronunciation are addressed. (3 credits) Fall, Spring

ELI 402 – Advanced ESL Reading for Interdisciplinary Core

Provides reading practice and applies strategies for efficient reading and writing including vocabulary development, drawing on the content of an Interdisciplinary Core course. Extensive reading including course assignments and discussion build fluency, reinforce conceptual learning, and build confidence with academic texts. (3 credits) Fall, Spring

ELI 403 – Advanced Composition

Focuses on strengthening and improving skills in using complex English grammar and college-level writing. Vocabulary development, critical thinking skills, and learning to build sound arguments are addressed through selected reading and discussion. Intensive in-class composition practice and individual work with the instructor and tutors provides additional feedback. (3 credits) Fall, Spring

ENGLISH LITERATURE**ENG 100 – Introduction to Literature**

Fulfills a course requirement in the English Literature Core Concentration

Prerequisite: Enrollment in or successful completion of WTNG 102

Through the study of poetry, short fiction, novel, drama, creative nonfiction, and film, students identify literary elements including plot, character, theme, imagery, and acquire critical vocabulary. This introductory course emphasizes active, responsive reading; close, attentive textual analysis; and lively class discussion. Because the course also emphasizes the importance of writing as an extension of reading, students learn how writing deepens understanding and how both reading and writing are part of a coherent, rich experience. (3 credits) Fall, Spring

ENG 110 – Serpents, Swords, and Symbols

Fulfills a course requirement in the English Literature Core Concentration

How did we get to this point? What is the genesis of our current relationship with the environment? Has our current situation always reflected that relationship? Using the natural world as a point of departure, students learn the universal language of symbols from ancient cultures to the present as they document and assess the evolution of the relation between human beings and the natural world, once perceived as reciprocal and interdependent, now distinct and isolated. Students analyze interdisciplinary and cross-cultural literary and visual works that address environment and place and the evolution of the relations between the human and non-human both directly (in non-fiction and natural history) and indirectly (in literature and film). In investigating both visual and written artifacts, students also learn the historical context for the shifts in literary attitudes toward the environment from around the world and across time. (3 credits) Annually

ENG 199 – The Prof. John Howard Birss Memorial Lecture Text

Does not fulfill a course requirement for the English Major, Minor or Core Concentration

This course affords students of all majors the opportunity to receive academic credit for reading, discussing, and writing about literary texts selected for the annual John Howard Birss Memorial Lecture. Previously selected texts include Jack Kerouac's *On the Road*, Elie Wiesel's *Night*, Mark Twain's *Adventures of Huckleberry Finn*, and Harper Lee's *To Kill a Mockingbird*. This course will include a discussion of the text in its historical context and will require completion of an end of semester project that may be entered in the annual FCAS Birss Memorial Lecture. Essay/

Creative Project competition. This is a variable topics course. The course, but not the topic, may be repeated for credit. (1 credit) Fall, Spring

ENG 210 – Myth, Fantasy, and the Imagination

Fulfills a course requirement in the English Literature Core Concentration

Prerequisite: WTNG 102

Students begin by identifying archetypes, including the heroic ideal, found in folk tales and fairy tales from around the world. Students investigate how and why many of the same universal concerns inform and are interpreted by the famous epic narratives the ancients called “Wisdom Literature;” the *Iliad* and the *Odyssey*; and classical mythology. The other readings may include Tolkien’s *The Hobbit* or portions of *The Lord of the Rings*, the ancient Mesopotamian *The Epic of Gilgamesh*, or Virgil’s *Aeneid*. (3 credits) Fall, Spring

ENG 220 – Literary Analysis

Fulfills a course requirement in the English Literature Core Concentration

Prerequisites: ENG 100 (or CW 210 and CW 220) and enrollment in or completion of a 200-level WTNG course

“Literary competence” includes an understanding of the conventions that govern professional literary criticism, lifelong habits of analysis, judgment, and the development of critical acumen (i.e., an understanding of genre, an awareness of literary history as a context, an understanding of critical theory and the interpretation of literature in concept and in practice, and the development of advanced research skills). To develop these competencies, this course practices close reading across a range of critical theories, including Feminism, Deconstructionism, Post Colonialism, Marxism, Lesbian, Gay and Queer Theory, African American Criticism and Cultural Studies. Students will also discuss the impact of cultural diversity (e.g., race, class, and gender) on literary criticism while developing an understanding of the way that literary texts both reflect and project cultural ideologies. The final paper in this course will model the processes and standards used in Senior Thesis I & II. (3 credits) Fall

ENG 240 – Early American Literature: Pre-Columbus Through the Civil War

Fulfills a course requirement in the English Literature Core Concentration

Prerequisite: WTNG 102

This survey course begins with Native American literary expressions and concludes with the literature of the Civil War. The course covers exploration narratives of the 15th and 16th centuries, American colonial writing, the literature of the new American republic, and the literary efforts of the 19th century romantics. The course concludes with abolitionist writing and the literature of the Civil War. The reading list includes Christopher Columbus, Anne Bradstreet, Mary Rowlandson, Benjamin Franklin, Henry David Thoreau, Nathaniel Hawthorne, Frederick Douglass, and Walt Whitman. (3 credits) Fall

ENG 260 – American Realism, Naturalism and Modernism

Fulfills a course requirement in the English Literature Core Concentration

Prerequisite: WTNG 102

This survey course begins with the American realists and naturalists of the post-Civil War era and continues through 1950. The course includes writers of the Lost Generation, the Harlem Renaissance, and the Southern Literary Renaissance. Authors covered include: Emily Dickinson, Mark Twain, Henry James, Kate Chopin, Stephen Crane, Robert Frost, Ernest Hemingway, Richard Wright, and William Faulkner. (3 credits) Spring

ENG 270 – British Literature I: From Beowulf to Gothic Literature

Fulfills a course requirement in the English Literature Core Concentration

Prerequisite: WTNG 102

This course surveys British literature from Beowulf to the late 18th century. It provides a sense of literary history, as well as an understanding of socio-cultural ideologies (e.g., religion, gender, class, human relationships) and historical events that are both reflected and projected by

texts read within canonical “periods” (e.g., the world of Old English, Restoration Drama, the Enlightenment, and the Gothic.) It covers a variety of genres, but (for obvious reasons) the focus is weighted toward poetry. This course requires a heavy reading load in both primary texts and cultural backgrounds. Authors will include the Beowulf poet, Chaucer, Sidney, Donne, Milton, Pope, Johnson, selected Romantic poets, and a Gothic novelist. (3 credits) Fall

ENG 290 – “British” Literature II: From Romanticism to Modernism

Fulfills a course requirement in the English Literature Core Concentration

Prerequisite: WTNG 102

This course surveys “British” literature from the late 18th century to WWII. It provides a sense of literary history, as well as an understanding of socio-cultural ideologies and historical events that these texts both reflect and project (e.g., an increasingly commercialized literary marketplace, urbanization, the competing ideologies of gender equality and separate spheres, Darwinian science, British imperialism, and the emergence of the post-colonial consciousness). Students gain an overview of the various canonical “periods” and movements that shape the study of British literature (e.g., the rise of the novel, Victorian, and Modern literature). This course carries a heavy reading load in both primary texts and cultural backgrounds. Authors include Goldsmith, Austen, Gaskell, both Eliots, Joyce, Woolf, and Wilde. (3 credits) Spring

ENG 299 – Special Topics in English Literature

Fulfills a course requirement in the English Literature Core Concentration.

Prerequisites: Enrollment in or successful completion of WTNG 102

In this course, students explore special literary topics in seminar fashion. Although the course focuses on primary texts, students are exposed to literary criticism by reading critical articles and composing annotated bibliographies. Topics may include Shakespeare Recycled, the Detective Novel, the Romance Novel, Sports and Literature, and Non-Western Classics This is a variable topics course. The course, but not the topic, may be repeated for credit. (3 credits) Fall

ENG 300 – “British” Literature III: From Empire to Post-Colonialism

Fulfills a course requirement in the English Literature Core Concentration

Prerequisite: ENG 100 (or CW 210 and CW 220) and 200-level WTNG course

This course surveys later 20th- and 21st- century- “British” literature with a focus on “literatures of empire” that both shaped and subverted the notion of the British Empire. It introduces a sense of literary history, as well as an understanding of socio-cultural ideologies and historical events that these texts both reflect and project (e.g., the rise of British imperialism, the growing awareness and subversion by British colonial subjects). This course carries a heavy reading load in both primary texts and cultural backgrounds. It includes a variety of genres, but the focus is on the novel. The course will pair texts that derive complexity from conjunction (e.g., Joseph Conrad’s *Heart of Darkness* and Chinua Achebe’s *Things Fall Apart*; E.M. Forster’s *A Passage to India* and Salman Rushdie’s *Midnight’s Children*). (3 credits) Alternate Years

ENG 301 – Contemporary American Literature

Fulfills a course requirement in the English Literature Core Concentration

Prerequisite: ENG 100 (or CW 210 and CW 220) and 200-level WTNG course

Examines American fiction, poetry, drama, and creative nonfiction of the last half of the twentieth and the twenty-first centuries. This course devotes considerable attention to the literary contributions of contemporary women, African Americans, Native Americans, and other groups outside the American literary mainstream. (3 credits) Spring

ENG 320 – Studies in Global Literatures

Fulfills a course requirement in the English Literature Core Concentration

Prerequisite: ENG 100 (or CW 210 and CW 220) and 200-level WTNG course

This course introduces students to a non-Anglophone literary tradition via texts in translation from one or more of the global literatures listed below. The course develops student awareness of the diversity as well as the commonality at the heart of all stories and peoples, expands an under-

standing of our place in the global community and literary tradition, and deepens appreciation for a text's ability to both reflect and project culture. Possible topics include literatures of: Africa, Asia, Australia and New Zealand, Canada, The Caribbean, Eastern and Western Europe, The South Pacific, Latin America. This is a variable topics course. The course, but not the topic, may be repeated for credit. (3 credits) Alternate Years

ENG 350 – Shakespeare

Fulfills a course requirement in the English Literature Core Concentration

Prerequisite: ENG 100 and 200-level WTNG course

This course is not for passive readers. Shakespeare wrote for the stage, for live performance. Each week, while students concentrate on reading closely the playwright's written word, they also transform their classroom into his stage, collectively bringing his words to life. But Shakespeare's art, catholic in nature and scope, is also a historic reservoir, providing students a rich opportunity to explore the social, political, religious, scientific, and historical conditions that underpin his works. Students investigate Renaissance England's daily life—from bearbaiting to feasting to sumptuary laws—and its political machinations and religious teachings—from rancorous kings and “tavern diplomacy” to man's new relationship with God. (3 credits) Fall

ENG 351 – Shakespeare on Film

Prerequisite: ENG 100 and 200-level WTNG course. This course may not substitute for ENG 350

This course focuses on film adaptations of William Shakespeare's plays that “translate” the dramas into cinematic language. Because this is a Shakespeare course, students read a selection of plays, study their language and structures, and discuss them as dramatic literature. Because this is a film course, students study Shakespeare filmic adaptations from different historical periods and cultures in terms of camera technique, directorial choices, film history, and the times and places in which they were produced. Students read a history play, a comedy, one or two tragedies, and a romance and then study the filmic interpretations of those works by some of the most famous (and not so famous) directors (e.g., Zeffirelli, Wells, Kurosawa, Luhrmann, Branagh). This intertextual study helps students to appreciate the richness of Shakespeare's texts and how they present multiple possibilities to those who interpret them. (3 credits) Spring

ENG 360 – Studies in Ethnic American Literature

Prerequisite: ENG 100 (or CW 210 and CW 220) and 200-level WTNG course

Focuses on the literary contributions of racial and ethnic groups within American culture. Possible topics may include the literatures of: African Americans, Asian Americans, Jewish Americans, Latino Americans, Middle Eastern Americans, Native Americans. This is a variable topics course. The course, but not the topic, may be repeated for credit. (3 credits) Alternate Years

ENG 430 – Special Topics in Literature: Themes, Authors, Works

Prerequisite: ENG 100 (or CW 210 and CW 220) and 200-level WTNG course

In these upper-level seminars, students engage fully in discussions and presentations. Offerings address one or more of the following emphases: studies in genre, period, theme, author, or single work. Topics include but are not limited to the following: American literature of the 1960s; The American Legend; Chaucer's *Canterbury Tales*; Contemporary American Women Writers; The Bible and Literature; Edwardian Fiction: Fact and Fiction; Truman Capote's Work; George Eliot and the Brontës; James Joyce's *Ulysses*; Literature of the Civil War; the Medieval Romance; Literary Film Adaptations; The Southern American Renaissance; and J.R.R. Tolkien. This is a variable topics course. The course, but not the topic, may be repeated for credit. (3 credits) Fall, Spring

ENG 470 – Advanced Literary Theory

Prerequisite: ENG 220 and 200-level WTNG course

Students read seminal texts of literary theory from Plato to Donna J. Haraway. The first part of the course focuses on classical texts of literary theory. Authors are likely to include Plato, Aristotle, Horace, and Sir Phillip Sidney and Hume. The second part of the course focuses on contemporary theorists, such as Marx, Althusser, Said, Spivak, Bhabha, Derrida, Bourdieu, and

Haraway. Students produce a professional quality final paper working directly with one or more theorists. (3 credits) Alternate Spring

ENG 480 – Senior Thesis I

Prerequisite: ENG 220, a 200-level WTNG course, and second-semester junior or senior standing

Essentially a reading seminar, the first semester of the English majors' capstone course sequence emphasizes applications of literary theory through intensive analysis of primary works, research into pertinent criticism, and the delivery of a substantial oral presentation. Students' course work culminates in a formal thesis proposal with an extended bibliography. (3 credits) Fall

ENG 481 – Senior Thesis II

Prerequisites: Successful completion (C or higher) of ENG 480

In the second semester of the Senior Seminar, each student writes a substantial thesis of publishable quality based upon readings explored in ENG 480. Primarily a writing seminar, students meet individually with the professor each week to advance the draft through the writing process. Students present abstracts of their final papers at a public colloquium. (3 credits) Spring

ENVIRONMENTAL SCIENCE

NATSC 103 – Earth Systems Science and Lab

Fulfills a course requirement in the Environmental Science Core Concentration

One of the foundation courses in Environmental Science, Earth Systems, focuses on the physical processes that shape Earth's surfaces. Topics vary from the basics for rocks and minerals, to streams, groundwater and desert landforms. Students will learn to read and interpret topographic and geologic maps. The laboratory component is project orientated with students completing multiweek investigations culminating in a self-designed research project. (4 credits) Fall

NATSC 105: Earth and Physical Science for Elementary Education and Lab

This course is designed as a foundation in the Earth and physical sciences for future elementary school teachers. The goal of this course is for future teachers to gain a better understanding of major principles and processes so that they will be more comfortable with and proficient in teaching physical and Earth science in the elementary classroom. As such, this course focuses on science content and not science pedagogy. Topics include the following: matter and motion, light and sound, the solar system and basic astronomy, the solid Earth including Plate Tectonic Theory, and the fluid Earth's atmospheres and oceans. The laboratory reinforces the concepts of the class and provides students with a hands-on, inquiry-based introduction to the process of science. (4 credits) Spring

NATSC 203 – Humans, Environmental Change and Sustainability

Fulfills a course requirement in the Environmental Science Core Concentration

Prerequisite: NATSC 103 or NATSC 204; or consent of instructor

This course examines the effects of human populations and sociocultural variables on contemporary environmental changes at global and local scales with an emphasis on the sustainable use and management of natural resources and ecosystem services. Topics covered include human demographics, land use and land cover change, energy generation and use, agricultural production, biodiversity loss, water management, pollution and global climate change. These topics will be discussed in an interdisciplinary context to emphasize interrelationships among the economic, political, philosophical and ecological dimensions of environmental change and the sustainability of human populations and ecosystems. (3 credits) Fall

NATSC 204 – Principles of Oceanography

Previously BIO 106 and NATSC 104

Fulfills a course requirement in the Marine Biology Core Concentration

This course provides an introduction to the four interrelated disciplines (biology, chemistry, geology and physics) that make up the science of oceanography. Through this course, students come to understand the complex characteristics and dynamic processes of the world's ocean.

(3 credits) Fall, Spring

NATSC 226 – Forensic Science and Lab

Prerequisites: Enrollment in Biology, Criminal Justice or Legal Studies major; or consent of instructor

Investigates the relationship of the crime laboratory to the criminal justice system. Students learn the services provided by a crime lab; the scientific and legal constraints placed upon criminalists; the theory and practice of collecting, preserving, and analyzing of physical evidence.

Laboratory experiences include analysis of microscopic evidence; identification and individualization of physical and chemical objects; development of latent fingerprints; rolling and classification of fingerprints; some instrumental analysis; and thin layer and paper chromatography.

(4 credits) Fall, Spring

NATSC 301 – Marine Resource Management

Fulfills a course requirement in the Environmental Science Core Concentration

Prerequisite: NATSC 103 or NATSC 204; or consent of instructor.

Concepts and methods for the allocation, management and utilization of marine resources. Emphasis will be placed on biological, chemical, and geological resources in coastal and near-shore water of New England. (3 credits) Fall

NATSC 305 – Marine Geology

Fulfills a course requirement in the Environmental Science Core Concentration

Prerequisite: NATSC 103 or NATSC 204; or consent of instructor.

An introduction to geology and marine geology emphasizing our current understanding of plate tectonics and the importance of paleoceanography in the study of global climate change.

(3 credits) Alternate Fall

NATSC 310 – Biogeochemical Cycling

Fulfills a course requirement in the Environmental Science Core Concentration

Prerequisite: NATSC 103, NATSC 204, CHEM 192

Biogeochemical cycling combines the disciplines of biology, geology and chemistry to investigate the movement of important elements (such as Carbon, Nitrogen, and Phosphorous) through the atmosphere, lithosphere, hydrosphere and biosphere. The course begins with evidence for and discussion of the evolution of the early Earth, from initial differentiation to the rise of oxygenic photosynthesis. Topics include, rock weathering and the release of nutrients for the biosphere, the role of life beneath Earth's surface, the nature of biogeochemical reservoirs (e.g. carbon dioxide in the atmosphere and oceans) and the mechanisms of exchange between those reservoirs.

(3 credits) Alternate Spring

NATSC 315 – Meteorology and Climatology

Fulfills a course requirement in the Environmental Science Core Concentration

Prerequisites: NATSC 103, NATSC 204 and MATH 136

An introduction to weather and climate. Meteorological topics include the structure and composition of the atmosphere, cloud formation, fronts and severe storms and the reading and interpretation of weather maps. Also discussed are climate patterns, such as El Nino, climate forcing mechanisms and the evolution of Earth's climate on time scales up to several million years.

(3 credits) Alternate Spring

NATSC 333 – Environmental Monitoring and Analysis and Lab

Fulfills a course requirement in the Environmental Science Core Concentration

Prerequisites: BIO 103 or, and BIO 104 or NATSC 204 and MATH 124 or 315

Investigates how to measure and evaluate the health and function of an ecosystem. To this end, a series of lectures/discussions examine how to design, analyze and critique ecological experiments and sampling programs. These lectures are accompanied by studies in the laboratory and field where students will participate, hands-on, in designing, carrying out and analyzing real experiments and sampling programs. (4 credits) Alternate Fall

NATSC 375/BIO 375 – Soil Ecology and Lab

Cross-Listed as BIO 375

Fulfills a course requirement in the Biology Core Concentration

Fulfills a course requirement in the Environmental Science Core Concentration

Prerequisites: BIO 104, and one of BIO 240, 320 or 360; or consent of instructor

This course serves as an in-depth exploration of soils as unique habitats for life with a focus on understanding variables that affect the abundance, diversity and interactions of terrestrial organisms and, in turn, their influence on soil physicochemical properties, biochemical cycles and other variables that impact the well-being and sustainability of human societies (e.g. agricultural production, clean water availability) Topics to be covered include soil food webs, microbial ecology, soil aggregate formation, carbon and nitrogen cycling, relationships between soils and aboveground ecology, and the effects of human activities on soil biodiversity. During laboratory sessions, students will explore the basic biology of soil organisms, conduct research projects, and learn methods for sampling soils and soil organisms in the field. (4 credits) Alternate Fall

NATSC 401 – Environmental Toxicology and Lab

Fulfills a course requirement in the Environmental Science Core Concentration

Prerequisites: CHEM 301 and BIO 200 or BIO 390; or consent of instructor

Fundamentals and principles of toxicology including absorption, distribution, metabolism and excretion of toxic chemicals in mammalian systems. The course will investigate the molecular mechanisms, cellular targets, and biological consequences of exposure to toxic agents. It will also cover the molecular mechanisms, toxic action, risk assessment and regulatory procedures.

(4 credits) Alternate Spring

NATSC 430 – Topics in Environmental Science and/ or NATSC 430L -Topics in Environmental Science Lab

Fulfills a course requirement in the Environmental Science Core Concentration

Prerequisite: Consent of instructor

Advanced-level topics of importance in environmental science, determined by interest of the students in consultation with faculty. This course may be repeated for credit, but students may not study the same subject more than once. (1-4 credits) Fall, Spring

NATSC 450 – Research in Environmental Sciences

Original independent research in the environmental sciences. Project chosen in consultation with a research advisor. May be repeated for credit (1-3 credits) Offered on demand

NATSC 451 – Senior Thesis

Prerequisites: Prior departmental approval of a research proposal, 3.3 GPA, and NATSC 450

This course serves as a capstone experience for outstanding students in the major. Working closely with a faculty mentor, students engage in original research on a topic of their choice. The research may involve laboratory experiments, field work, or computer simulations. This course provides experience in designing and conducting experiments, critically analyzing data, reviewing published scientific literature, and communicating scientific information. The culmination of the course is a formal written thesis and a public oral presentation. (3 credits) Fall, Spring

NATSC 469 – Environmental Internship**FILM****FILM 101 – Introduction to Film Studies**

Fulfills a course requirement in the Film Studies minor.

This course provides an introduction to the development of film forms, styles, and theories providing a basic aesthetic and social understanding of film as both a mode of communication and a means of artistic expression. It explores the interrelationship of visual design, motion, editing, and thematic significance, helping students develop the foundational skills with which to interpret and articulate the myriad ways in which films create meaning, and elicit responses within viewers. The ultimate objective of the course is for students to become acquainted with a variety of film forms/styles, while developing the basic skills necessary to analyze and evaluate the cinematic presentations. (3 credits) Fall, Spring

FILM 270 – Documentary Film

Prerequisite: Fulfills a course requirement for the Film Studies Minor.

Prerequisite: FILM 101 or consent of instructor

Documentary Film will examine critical and theoretical approaches to the documentary genre. Through a historical survey of documentary and ethnographic film, this course explores documentary theory, aesthetics, and ethics. Topics include early cinema, World War II propaganda, cinema verité, radical documentary, the essay film, counter-ethnographies, and contemporary mixed forms such as documentary films in journalism, anthropology, biography, historical restoration and personal statement. Students will gain an understanding of cinema theory and its language. (3 credits) Spring.

FILM 400 – Curation and Festival Production

Prerequisites: FILM 101 or consent of instructor

This course examines critical and theoretical approaches to Media Curating within the wider realms of cultural practice and exhibitions. The course will provide students with an understanding of the organizations and people who conceive, create and distribute video, film, print, interactive and new technology within the framework of the entertainment promotion landscape while demonstrating how advertising, publicity, promotion, research and overall marketing campaigns are created in the context of a film festival production. (3 credits) Spring

FILM 430 – Special Topic in Film

Prerequisite: Fulfills a requirement in the Film Studies minor.

This is a variable topic special offering course that emphasizes film topics not regularly offered by the University. The variety of topics may include, but is not limited to: film history, film criticism, distinguished persons in film, and film in a cultural or literary context. The course, but not the topic, may be repeated for credit. (1-4 credits) Special Offering

FINANCE**FNCE 301 – Financial Management**

Prerequisites: ACCTG 201, ECON 101, MATH 141 or equivalent, and MATH 124 or equivalent
Application of financial theory, tools and methods to financial decision-making in the firm. (3 credits) Fall, Spring

FNCE 305 – Risk Management and Insurance

Pre- or Co-requisite: FNCE 301

Develops an understanding and appreciation of fundamental insurance principles. Topics include a study of risk, risk management, rating and contract elements. Course material concentrates on personal insurance lines, including life and casualty. (3 credits)

FNCE 325 – Principles of Investments

Prerequisite FNCE 301 passed with a grade of C or higher

Survey of investment risks and rewards, the operation of the securities business, and an introduction to the problems of qualitative and quantitative analysis and portfolio selection. (3 credits)

FNCE 326 – Options, Futures and Other Derivatives

Prerequisite: FNCE 301 passed with a grade of C or higher

This course focuses on the use of options, futures and other derivatives as investment vehicles. The nature of derivative instruments such as stock options, interest rate options, futures contracts and futures options and swaps, as hedge and/or investment vehicles are examined. (3 credits)

FNCE 327 – Personal Financial Planning

Pre- or Co-requisite: FNCE 301

This course focuses on the concepts, tools and applications of retirement and estate planning. Students are introduced to the logic of financial planning for retirement and/or estate purposes. Various financial needs such as retirement income, health and insurance protection, dependent protection projections, etc. are forecast and analyzed. Investment vehicles are utilized to develop a financial plan to meet the forecast needs. Pension contributions, Social Security, Medicare/Medicaid implications are examined and incorporated into the planning process. (3 credits)

FNCE 330 –Bank Management

Pre- or Co-requisites: FNCE 301

Study of the financial management of commercial banks and other selected institutions, emphasizing their role in the money and capital markets through funds acquisitions, investments and credit extensions. (3 credits)

FNCE 360 – International Finance

Prerequisite: FNCE 301 passed with a grade of C or higher

The course is an introduction to international financial management. It includes an introduction to the economic theories of international trade and an analysis of exchange rate behavior and other factors important to managing multi-country cash flows and financing of multinational corporations. Capital budgeting decisions of the firm in the global environment are examined, as are hedging techniques and financial operations in foreign exchange and multinational markets. (3 credits)

FNCE 401 – Advanced Financial Management

Prerequisite: FNCE 301 passed with a grade of C or higher

The advanced application of financial theory, tools and methods to financial decision-making in the firm. This course examines financial theories and concepts in practical situations to develop analytical skills and judgment ability in solving financial problems of business firms in both domestic and international settings. (3 credits)

FNCE 430 – Special Topics in Finance

Prerequisite: Consent of instructor

Selected topics in advanced course work or research in finance. (3 credits) Special Offering

FNCE 450 – Portfolio Analysis

Prerequisite: FNCE 325 and consent of instructor

Detailed study of advanced investment topics using tools and software available in the Center for Advanced Financial Education (CAFÉ) in the Gabelli School. (3 credits) Fall, Spring

FNCE 469 – Finance Coop

Prerequisite: Consent of instructor

Students will be placed in credit-bearing internships, in finance environments in which they will utilize their knowledge of financial markets and instruments. Examples of placements might

include: banks, mutual fund companies, investment houses, insurance companies, or social service agencies. *By arrangement.*

FRENCH (also see listings under Languages)

FREN 101 – Elementary French I

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Not open to native speakers of the language studied.

The first of a two-course sequence in the elements of a language and its culture. Proficiency-based instruction in fundamental discursive patterns, vocabulary, and syntax of the language within a cultural context. Emphasizes listening, speaking, reading and writing. Establishes the foundation for further facility in the language studied. Uses audio and video components. (3 credits)

FREN 102 – Elementary French II

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Elementary Language I course. Not open to native speakers of the language studied.

Continuation of Elementary Language I, emphasizing proficiency-based instruction in authentic cultural contexts. (3 credits) Spring

FREN 201 – Intermediate French I

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Elementary Language II course. Not open to native speakers of the language studied.

The first course of a two-course sequence which extends fundamental skills developed in the elementary courses. Proficiency-based instruction. Emphasis is placed upon skills leading to fluency and integration of language and culture through more extensive reading, writing, and Internet assignments; greater depth and range of linguistic skills through grammar review and conversational practice. (3 credits) Fall

FREN 202 – Intermediate French II

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate Language I course. Not open to native speakers of the language studied.

Continuation of Intermediate Language I. Students are expected to achieve a functional level of fluency. Activities for the course include extensive Internet use for class discussion of world events and extended use of the Language Lab. (3 credits) Spring

FREN 210 – Actors, Authors and Audiences

Fulfills a course requirement in the minor of Modern Language

A variable topics course designed to introduce students to the dramatic and cinematic productions of a specific nation, culture or language group. Through close examination of the material proposed for the topic, students gain a deeper appreciation and understanding of how the targeted culture perceives itself and how others perceive it. The topic covered each semester is listed in the Course Bulletin. This course may be repeated for credit, but students must study a different topic each time this course is offered. This course is taught in English (3 credits) Offered on demand

FREN 220 – Perspectives on Culture: The French

This course is taught in English

This variable content course is designed to introduce students to the history and culture of a nation. In a survey style course format, students will gain a deeper understanding of the most significant literary, historical, and cultural aspects of the targeted nation and may use this information to assist in language acquisition. (3 credits) Fall, Spring

FREN 310 – Advanced Grammar and Composition

Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration.

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course

Intensive practice and review in advanced grammatical structures, written composition, and the mastery of style. This course forms a basis for advanced competence of grammatical structures in the student's target language and is intended to serve as a foundation for advanced study. (3 credits) Fall

FREN 311 – Advanced Conversation

Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course

Advanced Conversation is designed to help students refine conversational skills for group discussion, dialogue, and individual oral presentations on current topics pertaining to everyday life, professions, politics, social/economic conditions, and the arts. (3 credits) Spring

FREN 338 – French Literary Tradition I

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Successful completion (C- or higher) of Intermediate II Course in the same language or placement by examination.

Literary Tradition I provides a chronological survey of literature in the respective language from around 800 AD to 1750 AD. The most significant works of literature, ranging from early writings in medieval epics to lyrical poetry, early novels, and dramas will be introduced and discussed. Emphasis is placed on the tools of analysis specific to literary studies and criticism in modern language study. Reading, discussing and writing about significant texts affords understanding of literature and reinforcement of advanced language skills (3 credits) Fall

FREN 339 – French Literary Tradition II

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Successful completion (C- or higher) of Intermediate II course in the same language or placement by examination.

Literary Tradition II provides a chronological survey of literature in the respective language from around 1750 AD to the present. The most significant works of literature, ranging from drama to the short story and the novel, especially in the nineteenth century, will be introduced and discussed. Emphasis is placed on the tools of analysis specific to literary studies and criticism in modern language study. Reading, discussing, and writing about significant texts affords understanding of literature and reinforcement of advanced language skills (3 credits) Spring

FREN 340 – Advanced Literary Topics

Fulfills a course requirement in the Modern Language Major, Minor, and Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course

This variable content course is designed to introduce students to literary masterpieces, trends, and movements of the targeted language by reading and studying the author or genre proposed for the course. All lectures and materials are in the targeted language and students are expected to be proficient speakers and writers of the targeted language. (3 credits) Offered on demand.

FREN 342 – 19th Century French Fiction

Fulfills a course requirement in the modern language major, minor and core concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of French 202.

19th Century French Fiction focuses on a rich period for the French novel (and short stories), and allows students extensive exposure to works that have shaped modern writing. The emphasis is on great figures such as Hugo, Zola, Balzac, and Nerval, along with important schools and movements: Romanticism, Realism, Naturalism. Students will learn to appreciate the influence

of these movements outside of France, and will also become familiar with some social and intellectual background within France: the Revolution, progressivism, positivism. The objective is to improve students' French skills by very extensive work with prose. This course is taught in French. (3 credits) Fall

FREN 343 – Francophone Literature

Fulfills a course requirement in the modern language major, minor and core concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of FREN 202.

This course will focus on the 20th century, across all genres: novel, drama, short stories, poetry, songs. The course books include vocabulary and grammar review, and introduce some lesser-known writers from Canada, Louisiana, Africa, the Caribbean, the South Pacific and elsewhere. The course explores post-colonial themes, and students will learn to imagine French (the language) and francophonié (the language and aspects of culture) as useful commodities outside of France and around the world. This course is taught in French. (3 credits) Fall

FREN 350 – Advanced Topics

Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration.

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course

Advanced Topics is a variable content course designed to explore areas of language study outside of the scope of literature. Topics include linguistics, European literary criticism, and business. Unless otherwise noted, this course is taught in the target language, and a high level of proficiency is expected. The topic covered each semester is listed in the Course Bulletin. This course may be repeated for credit, but students must study a different topic each time this course is offered (3 credits) Fall, Spring

GERMAN (also see listings under Languages)

GER 101 – Elementary German I

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Not open to native speakers of the language studied.

The first of a two-course sequence in the elements of a language and its culture. Proficiency-based instruction in fundamental discursive patterns, vocabulary, and syntax of the language within a cultural context. Emphasizes listening, speaking, reading and writing. Establishes the foundation for further facility in the language studied. Uses audio and video components. (3 credits) Fall

GER 102 – Elementary German II

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Elementary Language I course. Not open to native speakers of the language studied.

Continuation of Elementary Language I, emphasizing proficiency-based instruction in authentic cultural contexts. (3 credits) Spring

GER 201 – Intermediate German I

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Elementary Language II course. Not open to native speakers of the language studied.

The first course of a two-course sequence which extends fundamental skills developed in the elementary courses. Proficiency-based instruction. Emphasis is placed upon skills leading to fluency and integration of language and culture through more extensive reading, writing, and Internet assignments; greater depth and range of linguistic skills through grammar review and conversational practice. (3 credits) Fall

GER 202 – Intermediate German II

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate Language I course. Not open to native speakers of the language studied.

Continuation of Intermediate Language I. Students are expected to achieve a functional level of fluency. Activities for the course include extensive Internet use for class discussion of world events and extended use of the Language Lab. (3 credits) Spring

GER 210 – Actors, Authors and Audiences

Fulfills a course requirement in the minor of Modern Language

A variable topics course designed to introduce students to the dramatic and cinematic productions of a specific nation, culture or language group. Through close examination of the material proposed for the topic, students gain a deeper appreciation and understanding of how the targeted culture perceives itself and how others perceive it. The topic covered each semester is listed in the Course Bulletin. This course may be repeated for credit, but students must study a different topic each time this course is offered. This course is taught in English. (3 credits) Offered on demand

GER 220 – Perspectives on Culture: The Germans

This course is taught in English

This variable content course is designed to introduce students to the history and culture of a nation. In a survey style course format, students will gain a deeper understanding of the most significant literary, historical, and cultural aspects of the targeted nation and may use this information to assist in language acquisition. (3 credits) Fall, Spring

GER 310 – Advanced Grammar and Composition

Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration.

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course

Intensive practice and review in advanced grammatical structures, written composition, and the mastery of style. This course forms a basis for advanced competence of grammatical structures in the student's target language and is intended to serve as a foundation for advanced study. (3 credits) Fall

GER 311 – Advanced Conversation

Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course

Advanced Conversation is designed to help students refine conversational skills for group discussion, dialogue, and individual oral presentations on current topics pertaining to everyday life, professions, politics, social/economic conditions, and the arts. (3 credits) Spring

GER 338 – German Literary Tradition I

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Successful completion (C-or higher) of Intermediate II Course in the same language or placement by examination.

Literary Tradition I provides a chronological survey of literature in the respective language from around 800 AD to 1750 AD. The most significant works of literature, ranging from early writings in medieval epics to lyrical poetry, early novels, and dramas will be introduced and discussed. Emphasis is placed on the tools of analysis specific to literary studies and criticism in modern language study. Reading, discussing and writing about significant texts affords understanding of literature and reinforcement of advanced language skills (3 credits) Fall

GER 339 – German Literary Tradition II

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Successful completion (C- or higher) of Intermediate II course in the same language or placement by examination.

Literary Tradition II provides a chronological survey of literature in the respective language from around 1750 AD to the present. The most significant works of literature, ranging from drama to the short story and the novel, especially in the nineteenth century, will be introduced and discussed. Emphasis is placed on the tools of analysis specific to literary studies and criticism in modern language study. Reading, discussing, and writing about significant texts affords understanding of literature and reinforcement of advanced language skills (3 credits) Spring

GER 340 – Advanced Literary Topics

Fulfills a course requirement in the Modern Language Major, Minor, and Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course

This variable content course is designed to introduce students to literary masterpieces, trends, and movements of the targeted language by reading and studying the author or genre proposed for the course. All lectures and materials are in the targeted language and students are expected to be proficient speakers and writers of the targeted language. (3 credits) Offered on demand

GER 350 – Advanced Topics

Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration.

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course

Advanced Topics is a variable content course designed to explore areas of language study outside of the scope of literature. Topics include linguistics, European literary criticism, and business. Unless otherwise noted, this course is taught in the target language, and a high level of proficiency is expected. The topic covered each semester is listed in the Course Bulletin. This course may be repeated for credit, but students must study a different topic each time this course is offered (3 credits) Fall, Spring

GRAPHIC DESIGN**DSGN 100 – Introduction to Design Communication**

Fulfills a course requirement in the Graphic Design Core Concentration

Introduces students to fundamental graphic design principles and applications. Students are exposed to both the intellectual and technical challenges of graphic communication through the creation of a series of visual presentations. Projects may vary in format. Each project addresses different aspects of design development such as electronic imaging, composition, and typography. Computer skills are helpful but not required. All projects are developed to pre-press presentation level. Graphic design history is discussed with slide presentations and visual support material. Class time is spent in the Macintosh Computer Lab unless otherwise specified. (3 credits) Fall, Spring

DSGN 110 – Typography

Prerequisite: DSGN 100; or consent of instructor

Fulfills a course requirement in the Graphic Design Core Concentration

The study of typographic form builds on the principles established in DSGN 100. Students will develop effective uses of letter forms through visual presentations. The intellectual and psychological impact of typographic composition when presented alone or in combination with image is explored. Historical forces that motivated advances in typographic imaging are discussed. Class time is spent in the Macintosh Computer Lab unless otherwise specified. (3 credits) Fall, Spring

DSGN 200 – History of Design Communication

Prerequisite: DSGN 100; or consent of instructor

Fulfills a course requirement in the Graphic Design Core Concentration

The focus of this course is the study of historical inventions, trends, and trendsetters as forces that have shaped the contemporary image of graphic design communications. The course covers a period beginning with the invention of the printing press and ending with digital imaging. The invention of the printing press, the industrial revolution, the ongoing development of the computer and other significant evolution have influenced how we view visual imagery. (3 credits) Spring

DSGN 210 – Advanced Design Communication

Prerequisite: DSGN 100 and DSGN 110

Fulfills a course requirement in the Graphic Design Core Concentration

This course builds upon fundamental skills acquired in DSGN 100 and 110. Projects assigned have interrelated parts requiring the student to broaden the application of visual information across multiple pieces. Advanced computer skills are applied to visual presentations. Projects include an introduction to web page design. Class time is spent in the Macintosh Computer Lab unless otherwise specified. (3 credits) Fall

DSGN 300 – Web Design Communication

Prerequisite: DSGN 100, 110, 210

Fulfills a course requirement in the Graphic Design Core Concentration

A web site is constructed from concept to completion. Typography, photography and animation are manipulated to create interactive designs for display on the World Wide Web. Advanced assignments encourage continued intellectual and technical mastery. Emphasis is placed on image quality and usability. Progressive lectures on multi-media and web design are presented. (3 credits) Fall

DSGN 310 – Corporate Identity

Prerequisite: DSGN 100, 110, 210

Students investigate the artistic and intellectual methodology involved with the development of corporate identities. Students design a unified visual system for an organization. Through research, the visual needs of the company are identified and applied to a range of formats. A logo, stationery, standards manual, and home page are fundamental to most identity systems. Class time is spent in the Macintosh Computer Lab unless otherwise specified. (3 credits) Spring

DSGN 320 – Publication Design

Prerequisite: DSGN 100, 110, 210

Fulfills a course requirement in the Graphic Design Core Concentration

Students produce a publication prototype and companion web site. The strengths and limitations of both print and electronic publication design are studied to create a visual collaboration between both formats. A masthead, contents page, feature spread designs, and home page are among the requirements of the course. Traditional book design including the history of publication design is discussed. Class time is spent in the Macintosh Computer Lab unless otherwise specified. (3 credits) Fall

DSGN 430 – Special Topics in Graphic Design

Prerequisite: DSGN 100, 110, 210

Fulfills a course requirement in the Graphic Design Core Concentration

This special topics course in graphic design focuses on specific areas of design study not regularly offered by the University. The variety of possible topics may include, but is not limited to: Package Design, Design for the Music Industry, Museum Graphics, and Animation. (3 credits) Special Offering

DSGN 440 – Art Direction

Prerequisite: DSGN 100, 110, 210, 300, 310, 320

The emphasis of this course is on overall research skills needed by professional designers. Students design a semester-long project. They are responsible for researching the assignment, determining the budget, gathering or generating all necessary copy, obtaining production bids, and developing a full presentation of the project in pre-press form. A breakdown of materials, expected costs, workflow, time-line, paper specifications, photography, illustration, binding, and other relevant information is required. (3 credits) Spring

DSGN 450 – Portfolio

Prerequisite: DSGN 100, 110, 210, 300, 310, 320, 440

Students prepare a professional portfolio. Pieces are refined into a coherent statement that defines, at once, the student's career and artistic visions. Projects are assigned to focus the direction a student wishes to take. The objective is to create a polished presentation for employment opportunities or graduate studies. Practical information about self-promotion and the business of graphic design is emphasized. (3 credits) Spring

GREEK (also see listings under Languages)**GRK 101 – Elementary Ancient Greek I**

The first course of a two – course sequence intended to provide the Essentials of the grammar and syntax of ancient Greek, both classical and koine. Reading of easy passages from classical prose writers, including Plato and Herodotus and the New Testament. Introduction to the influence of ancient Greece on western culture. No previous knowledge of Greek is required. (3 credits) Fall

GRK 102 – Elementary Ancient Greek II

Prerequisite: Successful completion (C or higher) of Elementary Greek I or equivalent

The second course of a two course sequence intended to provide the Essentials of the grammar and syntax of ancient Greek, both classical and koine. Reading of easy passages from classical prose writers, including Plato and Herodotus and The New Testament. (3 credits) Spring

GRK 201 – Intermediate Ancient Greek I

Prerequisite: Successful completion (C or higher) of Elementary Greek II or equivalent

The first course of a two-course sequence intended to provide, through readings in the original language, an introduction to ancient Greek literature from 5th Century Athens, specifically Plato and Thucydides. Careful attention will be paid to grammar, style and the scholarly tradition surrounding Classical Studies. (3 credits) Fall

GRK 202 – Intermediate Ancient Greek II

Prerequisite: Successful completion (C or higher) of Elementary Greek II or equivalent

The second course in a two-course sequence intended to provide, through readings in the original language, an introduction to ancient Greek, specifically Plato and Xenophon. Careful attention will be paid to grammar, style and the scholarly tradition surrounding Classical Studies (3 credits) Spring

HISTORIC PRESERVATION**HP 150 – Introduction to Historic Preservation**

Introduction to the study, interpretation and preservation of cultural, natural and social resources, while considering ways to best plan for our future, informed by the study of our past and the engagement of stakeholders today. Lectures and discussion are augmented by visiting speakers and field trips to sites and communities. The range of career opportunities is explored. (3 credits) Fall

HP 160 – American Buildings and the Western Tradition

A chronological survey of architecture in America, this course serves as an introduction to the architects, styles, and construction in America from the 17th century to World War II. Issues of style, aesthetics, technology, and socio-cultural history are explored through critical analysis of the built form. The course addresses vernacular and high-style architecture, acknowledging European antecedents and their American variants using an array of visual resources coupled with field trips. (3 credits) Spring

HP 175 – Historic Building Documentation

Prerequisite: HP 150 or permission of instructor

This course addresses established documentation programs, tools and techniques; terminology of building elements, spaces and systems; field-recording, reading and preparing architectural drawings; photographic recording and image management; and written architectural descriptions; and the role of documentation in developing project documents for preservation. Class lectures and demonstrations are coupled with field-based work. (3 credits) Spring

HP 301 – Principles of Architectural Conservation

Co-listed with HP 503

Prerequisites: HP 324L or Junior standing

Provides an overview of the professional role of the architectural conservator in the preservation of historic structures. It addresses architectural styles, construction technology, and dating techniques; the composition, properties, uses, and conservation of traditional building materials and systems; conservation standards, treatments and practices. Site visits supplement lectures, discussions, readings and guest lecturers. Students cannot receive credit for both HP 301 and HP 503. (3 credits) Fall

HP 302 – Principles of Preservation Planning

Co-listed with HP 502

This class explores the philosophies and methods of planning and contemporary, related preservation practices in the United States, through lectures, readings, discussion, visiting lecturers, and site visits. Subjects addressed include planning history, public policy, legislation, funding, comprehensive plans, zoning, historic districts, design guidelines, easements, Main Street programs, transportation, homeownership, smart growth, and new urbanism. Students cannot receive credit for both HP 302 and HP 502. (3 credits) Spring

HP 324L – Archival Research

Co-listed with HP 524L

Prerequisite: HP 150 or permission of instructor

Research in historical preservation entails: site-specific research related to the physical fabric of a building, community, engineering feature, landscape or archaeological site; or more generalized research on context—social, cultural, and technological. This course employs the research methods and resources needed to complete the nomination of a site to National Register of Historic Places (NR) in accordance with National Park Service standards, particularly as they relate to Statement of Significance and Description. Classroom discussions will be linked to a series of field trips to a wide range of archival repositories and relevant neighboring sites. Through these, students consider the significance or meaning of a place, how we determine these attributes, and how we conduct research that supports our argument. Students cannot receive credit for both HP 324L and HP 524L. (4 credits) Fall

HP 341 – Pre-Industrial America

Prerequisites: AAH 121-122

This course explores the rich material culture of pre-industrial America: its landscape as found and altered, architecture, and craftsmanship in the production of utilitarian and decorative objects. It focuses on traditional means of production and conveyance of craft and craftsmanship from generation to generation, from days of early settlement to the 19th century. (3 credits) Fall

HP 342 – Industrial America*Prerequisites: AAH 121-122*

This course explores the industrial development of the nation: its architecture, landscape, transportation systems, and material production of the industrial revolution, ranging from the mid-19th century to the close of the 20th century. Monumental and vernacular architecture and landscape are addressed, with an emphasis on the developing nation's infrastructure, the social, political and economic underpinnings of our culture as they affect the development of our built environment, settlement patterns, land use, and reference to historical architectural styles and building types, utilitarian and decorative objects. (3 credits) Spring

HP 351 – History and Philosophy of Historic Preservation*Co-listed with HP 551**Prerequisite: HP 150 or Junior standing*

Historical overview of the variety of philosophical approaches present in the preservation movement from Ruskin to the latest Charters. Explores changes in the values and ethics of preservation and urban conservation to set the framework for judgments and choices that may be made in building projects. Topics include issues related to tradition and innovation, various types of historic preservation, such as “living” museums and private restoration, reconstruction and adaptive reuse, conservation and heritage tourism. (3 credits) Spring

HP 382L – Architectural Conservation Lab*Co-listed with HP 582L**Prerequisite: HP 301*

This course surveys the manufacture, composition, properties, uses, craft traditions, and conservation of traditional building materials and systems – wood, metal, glass, decorative finishes, and masonry – and the architectural context in which they are employed. Lectures, readings and discussions are supplemented by site visits, field trips, workshops and laboratory exercises to understand historic American construction technology and contemporary conservation practices. Students cannot receive credit for both HP 382L and HP 582L. (4 credits) Spring

HP 384L – Preservation Planning Lab*Prerequisites: HP 175, 301, 342 or Junior standing*

A laboratory and field-based course that will examine the issues involved in preserving the environmental context of specific historic resources. General reading and analysis will include issues in town, rural, landscape and urban conservation. Lab projects in GIS, digital imaging, and other techniques for recording and evaluation historic context will be assigned. In addition, will involve field applications to nearby landscape, rural, town, and/or urban locations. (4 credits) Fall

HP 391 – Architecture and Preservation Abroad*Prerequisite: Senior standing*

Course includes on-site examination of historically significant domestic and public architecture combined with the investigation of the practice of preservation, restoration and adaptive reuse work abroad. Lectures and presentations by local practitioners and authorities are included and emphasized. (4 credits) Fall

HP 430 – Special Topics in Historic Preservation*Prerequisite: Junior standing*

Presentations by faculty and other experts in specific aspects of the historic preservation field. Students may take this course more than once, depending on the topic offered in any given semester. (3 credits) Special Offering

HP 451 – Thesis in Historic Preservation*Prerequisite: Senior standing and approval of faculty and Dean*

Serves as the culminating academic experience for outstanding students in the major. Students work closely with a faculty supervisor in a self-defined and self-directed study of an aspect of

historic preservation. Students are encouraged to select a focus which demonstrates original and critical thinking, and contributes to available scholarship. Research results are in many cases of publishable quality and/or serve as the basis for scholarly presentations to professional groups. (3 credits) Special Offering

HP 469 – Preservation Internship

Students devote at least 140 hours to an internship with a government office or agency, nonprofit organization, or private company. An internship must be academically significant and related to the student's professional development as a preservationist. Each student is responsible for seeking and finding an internship. To facilitate the search process, students work with faculty and our network of community partners, alumni and other professionals. An internship is formalized through a work plan and agreement between the host organization and student, under direction of faculty. An internship is evaluated through interim and final reports from the intern and supervisor and a formal presentation by the student. (non-credit) Summer

HP 501 – Fundamentals of Historic Preservation

This course examines the built environment and its evolution, interpretation and management employing historic preservation tools and practices to include: the conceptual and philosophical framework with reference to theories, charters and legislation; government, nonprofit and corporate involvement at the international, federal, state and local level; preservation planning in urban, town and rural settings; architectural inventory, documentation, assessment and treatment techniques. The course includes case studies, field trips and guest lecturers. (3 credits) Fall

HP 502 – Principles of Preservation Planning*Co-listed with HP 302*

This class explores the philosophies and methods of planning and contemporary, related preservation practices in the United States, through lectures, readings, discussion, visiting lecturers, and site visits. Subjects addressed include planning history, public policy, legislation, funding, comprehensive plans, zoning, historic districts, design guidelines, easements, Main Street programs, transportation, homeownership, smart growth, and new urbanism. Students cannot receive credit for both HP 302 and HP 502. (3 credits) Spring

HP 503 – Principles of Architectural Conservation*Co-listed with HP 301**Prerequisites: HP 324L or Junior standing*

Provides an overview of the professional role of the architectural conservator in the preservation of historic structures. It addresses architectural styles, construction technology, and dating techniques; the composition, properties, uses, and conservation of traditional building materials and systems; conservation standards, treatments and practices. Site visits supplement lectures, discussions, readings and guest lecturers. Students cannot receive credit for both HP 301 and HP 503. (3 credits) Fall

HP 524L – Archival Research*Co-listed with HP 324L*

Research in historical preservation entails: site-specific research related to the physical fabric of a building, community, engineering feature, landscape or archaeological site; or more generalized research on context—social, cultural, and technological. This course employs the research methods and resources needed to complete the nomination of a site to National Register of Historic Places (NR) in accordance with National Park Service standards, particularly as they relate to Statement of Significance and Description. Classroom discussions will be linked to a series of field trips to a wide range of archival repositories and relevant neighboring sites. Through these, students consider the significance or meaning of a place, how we determine these attributes, and how we conduct research that supports our argument. Additional work will address how other scholarly research is informed by application of these methods. Students cannot receive credit for both HP 324L and HP 524L. (4 credits) Fall

HP 525 – Preservation Economics

The course examines the major issues in financing activities within the historic preservation field. The financial physics of preserving and rehabilitating historic buildings (using incentive programs) are explored through research, applied project work and site visits. The methods and sources of funding for preservation agencies (both governmental and non-profit) are learned through budget analysis and seminars with agency leaders and fund-raising professionals. (3 credits) Spring

HP 526 – Preservation Law and Regulation

The course is designed to provide students with working knowledge of the public policy issues, legal structure and regulatory functions in the field of historic preservation. Student activities will be designed to teach working knowledge of relevant legal subjects, including historic preservation ordinances, state and federal preservation statutes, relevant case precedents and important constitutional issues. (3 credits) Spring

HP 530 – Special Topics in Historic Preservation

Prerequisites: Graduate standing, or Senior standing with permission of the instructor

Variable content course dealing with significant themes, periods and individuals in Historic Preservation. The course is offered in a graduate seminar format, with graduate academic and scholarly expectations as well as support for faculty and student pursuits. The course may be taken more than once depending on topical content. (3 credits) Special Offering

HP 542 – Professional Practice in Historic Preservation

This course prepares students for practical work in the profession. Through research, case studies, visits to/with practitioners and informational interviews, students investigate specialized fields and opportunities in the public and private sector. Students evaluate the wide range of preservation career paths to inform their personal goals. Internship proposals are completed in preparation for the fulfillment of an internship required for graduation. (3 credits) Fall

HP 551 – History and Philosophy of Historic Preservation

Co-listed with HP 351

Historical overview of the variety of philosophical approaches present in the preservation movement from Ruskin to the latest Charters. Explores changes in the values and ethics of preservation and urban conservation to set the framework for judgements and choices that may be made in building projects. Topics include issues related to tradition and innovation and various types of historic preservation such as “living” museums and private restoration, reconstructing and adaptive use, conservation and heritage tourism. (3 credits) Spring

HP 569 – Preservation Internship

Students devote at least 140 hours to an internship with a government office or agency, nonprofit organization, or private company. An internship must be academically significant and related to the student's professional development as a preservationist. Each student is responsible for seeking and finding an internship. To facilitate the search process, students work with faculty and our network of community partners, alumni and other professionals. An internship is formalized through a work plan and agreement between the host organization and student, under direction of faculty. An internship is evaluated through interim and final reports from the intern and supervisor and a formal presentation by the student. (non-credit) Summer

HP 582L – Architectural Conservation Lab

Co-listed with HP 382L

This course surveys the manufacture, composition, properties, uses, craft traditions, and conservation of traditional building materials and systems – wood, metal, glass, decorative finishes, and masonry – and the architectural context in which they are employed. Lectures, readings and discussions are supplemented by site visits, field trips, workshops and laboratory exercises to understand historic American construction technology and contemporary conservation practices. Students cannot receive credit for both HP 382L and HP 582L. (4 credits) Spring

HP 631 – Preservation Graduate Thesis Seminar

Prerequisite: HP 351 or HP 551

This seminar serves as the first part of the cumulating academic experience for students in the graduate-degree program. The seminar is focused on the development of issues towards a thesis proposal through research, readings, discussions, papers and presentations, augmented by lectures by faculty and visiting lecturers. This includes attention to theoretical, philosophical and ethical concepts. Students work closely with the faculty supervisor in a self-defined and self-directed study of an aspect of historic preservation. Students are encouraged to select a focus that demonstrates original and critical thinking and contributes to available scholarship. The product is a thesis proposal document that embodies the work of the semester. (3 credits) Fall

HP 651 – Graduate Thesis in Historic Preservation

Prerequisite: HP 631

The thesis serves as the final part of the culminating academic experience for students in the graduate thesis program. Students work closely with a faculty supervisor (and external readers) on the self-defined and self-directed study of an aspect of historic preservation formulated in the Graduate Thesis Seminar in Historic Preservation. This final document should be of publishable quality and/or serve as the basis for scholarly presentations to professional groups. (3 credits) Spring

HP 681L – Historic Rehabilitation Workshop

This workshop develops components of a certified historic rehabilitation project in light of federal, state and local preservation regulations and incentives, with a focus on the Federal Historic Preservation Tax Incentives program and with reference to the NPS, IRS, SHPO and other players. Students work on a site conducting documentation, condition assessment, and treatment recommendations, interpretation and application of the Secretary of the Interior's Standards, zoning study, code analysis, program and design development, outline specifications and drawings, and other components. Site-specific work will be informed by visits to rehabilitated structures and meetings with professionals. (4 credits) Fall

HP 682L – Preservation Planning Workshop

Prerequisite: HP 526 or permission of the instructor

This workshop approaches site-specific, field-based projects informed by an understanding of laws, codes and regulations, incentives and financing, initiatives, players, and an array of planning and conservation practices. Typically, the class is conducted in partnership with and for a governmental entity, organization or community group. Students' organization, management and graphic/oral/written presentation skills; use of research resources, documentation techniques and computer applications; and teamwork are critical. Students will be challenged to take a multifaceted approach and consider diverse stakeholders. (4 credits) Spring

HISTORY**HIST 101 – History of Western Civilization I**

Fulfills a course requirement in the History Core Concentration

Examines Western civilization from its birth in Greece and the Near East through the ancient, medieval, and Renaissance worlds to about A.D. 1600. (3 credits) Fall

HIST 102 – History of Western Civilization II

Fulfills a course requirement in the History Core Concentration

Examines European politics, cultural achievements, and society from the 17th century to the present. (3 credits) Spring

HIST 151 – United States History I: From Colonial Times to Reconstruction

Fulfills a course requirement in the American Studies Core Concentration

Fulfills a course requirement in the History Core Concentration

Surveys the political, economic, social, diplomatic, and cultural development of the United States from its Colonial period through Reconstruction. (3 credits) *Fall*

HIST 152 – United States History II: Reconstruction to the Present

Fulfills a course requirement in the American Studies Core Concentration

Fulfills a course requirement in the History Core Concentration

Surveys the political, economic, social, diplomatic, and cultural development of the United States from the Reconstruction to the present. (3 credits) *Spring*

HIST 203 – Dimensions of History and Lab

Prerequisite: HIST 101, 102, 151,152 or consent of instructor

Examines the basic concerns of historians in the modern world, focusing on the development of history as an academic discipline, philosophies of history, and historical method. The lab stresses analysis and critique of models of historical writing, interpretation of primary source materials, and elements of style and form appropriate for scholarly publications in the historical field, through a series of writing assignments of increasing sophistication (4 credits) *Fall, Spring*

HIST 281 – A Survey of East Asian History

Prerequisite: HIST 101,102 or consent of instructor

Fulfills a course requirement in the History Core Concentration

An introductory course that emphasizes the political, religious, cultural, and historical influences of East Asia from antiquity to the modern era, with special emphasis on Asia's response to Western intrusion, its interpretation of Asian nationalisms, and its efforts to foster a unique Asian identity. (3 credits) *Special Offering*

HIST 282 – A Survey of Modern African History

Prerequisite: HIST 101,102 or consent of instructor

Fulfills a course requirement in the History Core Concentration

An introductory course that analyzes the continent during and after colonial rule, with an examination of the era of European control, the growth of African nationalism, and the victories and defeats of independence. (3 credits) *Special Offering*

HIST 283 – Survey of Latin American History

Prerequisite: HIST 101,102 or consent of instructor

Fulfills a course requirement in the History Core Concentration

This course presents a synthesis of the historical development of Latin America from the Pre-Columbian era to the present. The course is organized in chronological fashion and examines topics such as Pre-Columbian states, the colonial period, the movement for independence, and neocolonialism. (3 credits) *Special Offering*

HIST 284 – A Survey of Modern Middle East History

Prerequisite: HIST 101,102 or permission from instructor;

Fulfills a course requirement in the History Core Concentration

This course will introduce students to the major historical developments of the modern Middle East, with a brief foray into its ancient history to give students a broad background of the region. It will focus on the historical period following the decline of the Ottoman Empire in the beginning of the 20th century down through the modern day. The course will provide the student with a foundation for further study on the Middle East. Issues to be discussed may include a focus on the Arab-Israeli conflict, role of oil in the world, religious extremism, the Lebanese civil war, the Iraq war, and the Iranian revolution. (3 credits) *Special Offering*

HIST 310 – Studies in European History

Prerequisite: HIST 101,102 or consent of instructor

Fulfills a course requirement in the History Core Concentration

Each semester this course is offered a new topic is chosen for in-depth study. Students may suggest topics to the instructor. Sample subjects include: History of Science and Technology, Socialism and Communism; The Totalitarians; Modern Jewish History; Voyages of Discovery. This course may be repeated for credit, but students may study a single topic only once (3 credits) *Special Offering*

HIST 315 – Studies in National Histories

Prerequisite: HIST 101,102 or consent of instructor

Fulfills a course requirement in the History Core Concentration

Each semester that this course is offered, one modern European nation's development is explored. This course may be repeated for credit, but students may study a single nation only once. (3 credits) *Special Offering*

HIST 316 – Studies in African National History

Prerequisite: HIST 101,102 or consent of instructor

Fulfills a course requirement in the History Core Concentration

This course examines the historical development of one specific country or sub-region of Africa. The course will focus on both larger political, economic, and social transformations as well as changes in the daily lives of people. Countries or regions to be studied could include: South Africa, Egypt, Ethiopia and The Congo. (3 credits) *Special Offering*

HIST 317 – Studies in Asian National History

Prerequisite: HIST 101,102 or consent of instructor

Fulfills a course requirement in the History Core Concentration

This course examines the historical development of one specific country or sub-region in Asia. The course will focus on both the larger political, economic, and social transformations as well as changes in the daily lives of people. Countries or regions to be studied could include: Modern China, Modern Japan, and Modern Korea. (3 credits) *Special Offering*

HIST 318 – Studies in Latin American National History

Prerequisite: HIST 101,102 or consent of instructor

Fulfills a course requirement in the History Core Concentration

This course examines the historical development of one specific country or sub-region in Latin America. The course will focus on both the larger political, economic, and social transformations as well as changes in the daily lives of people. Countries or regions to be studied could include: Mexico, Brazil, and the Andes. (3 credits) *Special Offering*

HIST 319 – Studies in Modern Middle East National Histories

Prerequisite: HIST 101,102 or consent of instructor.

Fulfills a course requirement in the History Core Concentration

Each semester that this course is offered, one modern nation's historical development, such as Iran, Iraq, Israel, Jordan, Lebanon, Saudi Arabia, Syria, Turkey and the Gulf States, may be explored. This course may be repeated for credit, but students may study a single nation only once. (3 credits) *Alternate Years*

HIST 320 – Ancient History

Prerequisite: HIST 101,102 or consent of instructor

Fulfills a course requirement in the History Core Concentration

Europe and the Near East from ca. 500BCE – 500 CE, concentrating on Hellenic and Hellenistic history including the Greek polis system; the wars between Greece and Persia; the conquests of Alexander the Great; Rome from the founding of the city to the fall of the Empire; religious history both pagan and monotheistic. (3 credits) *Special Offering*

HIST 322 – Medieval History*Prerequisite: HIST 101,102 or consent of instructor**Fulfills a course requirement in the History Core Concentration*

Europe from ca 500-1300 concentrating on the medieval influences of the Roman Empire, German invaders and Christianity; the rise and division of Charlemagne's empire; the rise of national states in France and England; the rise and decline of the Holy Roman Empire; church and state conflicts; the crusades and medieval education. (3 credits) *Special Offering*

HIST 324 – Age of Renaissance and Reformation*Prerequisite: HIST 101,102 or consent of instructor**Fulfills a course requirement in the History Core Concentration*

Europe ca. 1300-1600 stressing the emergence of commercial revival; return to the Greco-Roman ideas of art and literature; the breakup of western Christian unity, and the conflicts that resulted. (3 credits) *Special Offering*

HIST 326 – Age of Absolutism*Prerequisite: HIST 101,102 or consent of instructor**Fulfills a course requirement in the History Core Concentration*

Europe ca. 1600-1788 concentrating on the continued disunity of Germany; the rise of absolutist governments in Bourbon France; the failure of Absolutism in Stuart England; the rise of Russia and Russia; the scientific revolution and enlightenment (3 credits) *Special Offering*

HIST 328 – Age of French Revolution and Napoleon*Prerequisite: HIST 101,102 or consent of instructor**Fulfills a course requirement in the History Core Concentration*

Europe ca. 1789-1815 focusing on the French Revolution domestically its impact on Europe as a whole, and its evolution into the reign of terror; the rise of Napoleon Bonaparte, his conquests of Europe, the spread of revolutionary principles, and his military defeat. (3 credits) *Special Offering*

HIST 331 – 19th Century Europe*Prerequisite: HIST 101,102 consent of instructor**Fulfills a course requirement in the History Core Concentration*

Examines European history from the end of the Napoleonic Wars and the Great Power agreements of 1815 to the outbreak of the First World War in 1914: including aspects of revolution, social and cultural change, industrialism, nation-states, imperialism, and European hegemony. (3 credits) *Special Offering*

HIST 332 – 20th Century Europe*Prerequisite: HIST 101,102 or consent of instructor**Fulfills a course requirement in the History Core Concentration*

Examines European history from the origins of the First World War through the chaotic interwar period, World War II, the Cold War and the resurgence of a new Europe. Emphasizes political, military, diplomatic, social, and cultural developments. (3 credits) *Special Offering*

HIST 334 – Problems in War and Diplomacy*Prerequisite: HIST 101,102 or consent of instructor**Fulfills a course requirement in the History Core Concentration*

Each semester that this course is offered, a new topic is chosen for in-depth study. Topics may be suggested to the instructor by the students. This course, but not the topic, may be repeated for credit. (3 credits) *Special Offering*

HIST 341 – Colonial America*Prerequisite: HIST 151,152 or consent of instructor**Fulfills a course requirement in the History Core Concentration*

Focuses on the European colonization of North America during the 17th and 18th centuries. The cultural transformation of Europeans by their interaction with the American environment and with each other will be emphasized (3 credits) *Special Offering*

HIST 342 – Revolutionary America*Prerequisite: HIST 151, 152 or consent of instructor**Fulfills a course requirement in the History Core Concentration*

An examination of the formative period of the United States from the 1760s through the 1790s. The political, social, military, constitutional and cultural character of revolution will be considered. (3 credits) *Special Offering*

HIST 344 – The Civil War Era*Prerequisite: HIST 151, 152 or consent of instructor**Fulfills a course requirement in the History Core Concentration*

A consideration of the causes and the conflicts between the states during the 1850s and 1860s. Issues of conflicting loyalties of region and nation, and the factors which determined the outcome of these conflicts will be explored (3 credits) *Special Offering*

HIST 346 – The Gilded Age*Prerequisite: HIST 151, 152 consent of instructor**Fulfills a course requirement in the History Core Concentration*

Focusing upon the period from the period from 1876 through 1903, this course will examine the rise of Populism and the precursors of Progressivism and a response to unprecedented technological and social change. (3 credits) *Special Offering*

HIST 348 – The Great Depression*Prerequisite: HIST 151, 152 or consent of instructor**Fulfills a course requirement in the History Core Concentration*

A study of the interwar decades of the 1920s and 1930s in the United States. The economic and political components of the Depression and the impact hard times had upon the social and cultural fabric of nationalism will be emphasized. (3 credits) *Special Offering*

HIST 351 – Frontier in United States History*Prerequisite: HIST 151, 152 or consent of instructor**Fulfills a course requirement in the History Core Concentration*

Examines the frontier as place, process, and image. Emphases will be on the westward movement, frontier societies, and the impact of the frontier upon the American mind, past and present. (3 credits) *Special Offering*

HIST 354 – United States Environmental History*Prerequisite: HIST 151, 152 or consent of instructor**Fulfills a course requirement in the History Core Concentration*

Surveys the intellectual and economic roots of agrarianism, the development of commercial agriculture and environmental ethics, and the impact of ruralism and land use upon the American people. (3 credits) *Alternate Fall*

HIST 360 – Studies in United States History*Prerequisite: HIST 151, 152 or consent of instructor**Fulfills a course requirement in the History Core Concentration*

Each semester this course is offered a single topic in United States history will be studied in depth. Critical periods such as the Jacksonian Era, the Progressive Era, and/or The 1960s may be offered. Significant themes such as education, immigration and / or diplomacy may also be

considered separate courses. This is a variable content course and may be repeated for credit, but student's may study a single topic only once (3 credits) *Special Offering*

HIST 381 – Critical Periods and Topics in Asian History

Prerequisite: HIST 101, 102 or consent of instructor

Fulfills a course requirement in the History Core Concentration

Each semester this course is offered, a critical period in the history of Asian history shall be studied. Topics may include: China in Antiquity, Japan in Antiquity, East Asia and the West, East Asia and the Cold War. (3 credits) *Special Offering*

HIST 382 – Critical Periods and Topics in Africa

Prerequisite: HIST 101,102 or consent of instructor

Fulfills a course requirement in the History Core Concentration

Each semester this course is offered, a critical period or topic in the histories of Africa shall be explored. Topics may include: Apartheid; Imperial Competition; African Nationalism and Warfare; the Cold War; Modern North Africa; Modern East Africa; and Modern Southern Africa. This course may be repeated for credit, but students may study a single period or topic only once. (3 credits) *Special Offering*

HIST 383 – Critical Periods and Topics in Latin American History

Prerequisite: HIST 101,102 or consent of instructor

Fulfills a course requirement in the History Core Concentration

Each semester that this course is offered, one historical period or special topic in the history of a major Latin American culture is explored. Topics may include subjects such as religion, education, war, industrialization, urbanization, and the arts. This course may be repeated for credit, but students may not study the same subject more than once. (3 credits) *Special Offering*

HIST 384: Perspectives in Mid-East History

Fulfills a course requirement in the History Core Concentration

Prerequisite: HIST 101, 102 or consent of instructor

Each semester this course is offered, a critical period or topic in the history of the Middle East shall be explored. Non-nation specific topics may include – Myth and Mesopotamia which will relate the history of Mesopotamia through the myths of Gilgamesh, Enumma Elish, Adapa to name a few; Minorities in the Middle East will attempt to define the term “minority” and highlight the history of Armenians, Assyrians, Jews, Kurds, Yezidis, Ahwazis among others; History of Middle Eastern Religions would look at the history and tenets of Judaism, Eastern Christianity, and Islam as well as lesser-known religions including Zoroastrianism, Yezidism, Bahaism, and Druzism; The History of the Palestinian-Israeli Conflict will work to uncover the historical, cultural and social concerns of such ongoing discord and exploring possibilities for peace. This course may be repeated for credit, but students may not study the same subject more than once. (3 credits) *Special Offering*

HIST 390 – Great Cities in History

Prerequisites: Consent of instructor

Fulfills a course requirement in the History Core Concentration

Each offering will explore the origins and development of one of the world's great cities, such as London, Paris, Dublin, Jerusalem, Athens, Rome, Tokyo, Quebec City, Boston, Chicago and New York. As circumstances warrant, other major cities may be added to the list. The course may be repeated for credit, but students may study a single city only once. Incorporated into the course is an intensive period of onsite study. When this course is offered in the spring semester, this shall take place during the spring recess in March. Participation in the spring recess phase of this course is required. (4 credits) *Special Offering*

HIST 420 – Senior Seminar

Prerequisite: HIST 101,102, 151, 152, 203L: Senior standing or consent of instructor

Students will research, analyze, and interpret particular historic problems posed by the Department or the instructor. Based upon critical, independent research, a final written project will illustrate each student's understanding of the flow or evolution of history and the relevance of historical questions or theories to their everyday lives. (3 credits) *Special Offering*

HIST 430 – Special Topics in History

Fulfills a course requirement in the History Core Concentration

A variable content course, offered periodically when there is sufficient interest among students for in-depth coverage of a topic which is not included among the standard history offerings. (3 credits) *Fall, Spring*

INDUSTRIAL TECHNOLOGY

IT 110 – Technology and Society

Involves a review of the literature dealing with futuristic trends and projections for our technological society and their implications for future developments. (3 credits)

IT 119 – Manufacturing Processes

Study of materials, processes, and equipment used in industry today. Topics include ferrous and nonferrous metals, material testing, heat treatment, founding process output capabilities of machines, welding, and inspection. Field trips and industrial films augment the text material. (3 credits)

IT 215 – Hazardous Materials Safety Management

Acquaints the student with hazardous materials technology regulations and safe chemical handling techniques. Students will study the environmental and occupational health effects and hazards associated with exposure to industrial chemicals, contaminants, and medical waste. Helps the student to develop a formal safety program for hazardous materials. (3 credits)

IT 219 – Manufacturing and Environmental Issue

Prerequisite: IT 119 or consent of instructor

A continuation of Manufacturing Processes I. Includes the economics of metal cutting, production machines, abrasives, grinding operation, ultra-finishing, automation, and numerical control. (3 credits)

IT 241 – Introduction to Environmental Studies

Provides the student with a foundation in environmental management practices, including the laws and regulations, best management practices for environmental leadership, and compliance. Issues include: solid and hazardous waste management, emergency preparedness, clean water, clean air, pollution prevention, energy conservation, and other applicable laws and regulations. (3 credits)

IT 242 – Introduction to Solid and Hazardous Waste Management

Provides a basic understanding of the issues and opportunities for workers to engage in activities in the field of solid hazardous waste, with a special emphasis on local environmental issues. Topics include: landfill management, RCRA requirements, OSHA training, compliance monitoring, pollution prevention, environmental auditing, conducting a site assessment, dispute resolution, ISO 14000, and business and employment opportunities in the field of solid and hazardous waste. (3 credits)

IT 255 – Studies in Technology

An investigation into the common developmental and organizational factors in an industrial enterprise: corporate and managerial structure, product development and production analysis,

labor and job training considerations. A corporation is created, industrial positions are role-played, a product is developed, produced and sold, and the enterprise is analyzed for production problems, overhead, and profit. (3 credits)

IT 265 – Environment and Technology

Students examine the conditions of the physical environment pertaining to land, water, and air resources; analyze the factors that contribute to pollution; review the practices that lead to adverse environmental impacts; and investigate the means of improving the Environmental Quality (EQ). Includes a research paper that focuses on a problem related to pollution of physical resources that affect us directly or indirectly. (3 credits)

IT 275 – Principles of Industrial Hygiene

Introduces the student to the fundamentals of industrial hygiene and focuses on problems concerning industrial health, hygiene, sanitation, and the recognition and control of respective hazards. Includes the recognition, evaluation, and control of hazardous materials commonly found in the workplace. These will include solvents, particulates, noise, and radiation, and they will be related to C.F.R. 1910, subparts G and Z. (3 credits)

IT 310 – Special Topics in Environmental and Occupational Safety and Health

Students participate in workshops on topics pertinent to safety and health. Topics may include indoor air quality, noise analysis and control methods, loss control management, product liability, and bloodborne pathogens. May be repeated for additional credit. (1-3 credits)

IT 311 – Water Quality Management

Provides a working knowledge of the state and federal regulations which play an important role in the overall management of a facility. Topics include: properties and the use of water, water pollutants, assessment and management methods, water treatment systems, and pollution source reduction. (3 credits)

IT 325 – Methods and Materials of Occupational Safety and Health Education

Provides program development skills to those responsible for developing occupational safety and health education. Students will learn how to conduct needs assessments, set learner outcome goals, develop learning objectives, and program evaluation. Includes topics relative to in-house training principles and development as well as adult learning style theory. Students will become familiar with the availability of consultation, reference sources, and program resources. (3 credits)

IT 328 – Ergonomics

Provides a comprehensive overview to solve two complex occupational problems: cumulative trauma disorders (CTD) of the upper extremity and manual materials handling (MMH). Almost every occupational setting requires individuals to use their upper extremities and involves some form of materials handling. The objectives are to teach participants to recognize and evaluate the problem and then solve it through ergonomics, design, work practices, and engineering/administrative controls. The overall focus will be on injury control, job evaluation and design. (3 credits)

IT 341 – International Quality Standards

This course exams compliance with ISO and other international standards and how such compliance impacts an organization's role within the global economy. Topics will include business implications, the economic and market benefits, ISO registration and certification requirements, and background and scope of the standards.

IT 342 – Total Quality Management

Examines TQM management methods and contrasts them with traditional methods in U.S. industry today. Participatory and authoritarian management approaches are reviewed. Case studies of successful applications are examined (e.g., FedEx, 3M, Dell) along with TQM attempts that have been unsuccessful.

IT 343 – World Class Manufacturing

Provides an overview of successful firms in today's global economy and the factors which contribute to such success. Examines why some have not been successful. Stresses the value of strategic planning and team-based decision making, and focuses on how Fortune 100 companies have changed their goals, objectives, strategies and tactics in order to face global competition.

IT 357 – Occupational Safety and Health Regulatory Issues

Students will develop an awareness of the historical events in occupational safety and health that led to the current regulatory process. They will identify health and safety concerns in previous jobs and present a proposal to correct the situation(s). The proposal will identify the hazard, methods to measure and contain the risk or hazard, and discuss cost of implementing the proposal and the cost of injury and illness to workers. (3 credits)

IT 380 – Construction Project Safety

Examines project control and the economics of accident prevention, methods of recognition/avoidance/prevention of unsafe working conditions, using reference material and advisory sources, construction site security and traffic control, project scheduling to prevent losses, hazard analysis, selection of safety methods and equipment, safety and loss prevention documentation, safety inspection and maintenance records, OSHA (Occupational Safety and Health Act) laws and regulations that apply. (3 credits)

IT 411 – ISO 14000 Series of International Environmental Standards

Review of the ISO 14000 series of standards which are being developed by the International Organization for Standardization (ISO). Topics will include background and scope of ISO 14000 and its subparts, business implications, the economic and market benefits, ISO registration and auditing standards, domestic and international implications. (3 credits)

IT 412 – Pollution Prevention and Waste Minimization

Allows students to develop a proactive hazardous waste management plan, which emphasizes waste minimization and reduction strategies. Topics include: pollution concepts, process evaluation and planning, impact assessments, waste reduction, inventory controls, and training. (3 credits)

IT 430 – Special Topics

In-depth study of some aspect of Technology and Manufacturing Management. Specific focus may vary from semester to semester and may include: Lean Manufacturing, Supply Chain Management, Ethics in Science and Technology, Organizational Change Management, Leadership, etc. May be repeated for credit, but students may study a single topic only once for credit. (3 credits)

IT 440 – Industrial Technology Practicum

Designed to allow students to investigate significant business or industrial problems or activities directly related to students' employment. Because the content varies, this course may be taken three times. (3 credits)

IT 455 – Production Planning

Examines the fundamentals of production such as analysis, planning and control, organization of production, forecasting and master production schedules, procurement, stock of production, stock control, routing, scheduling and dispatching, and quantitative methods. (3 credits)

IT 457 – Workplace Safety and Health Management

Topics include: job safety analysis, plant inspection, accident investigation, safety education, and training. Special emphasis is placed on an introduction to the OSHA program and its application to industry. (3 credits)

IT 458 – Quality Control

Stresses applications of statistical theory with emphasis on developing a wide range of analytical techniques. Objective is to provide an understanding of the increasing value of quality control in the business and industrial community. (3 credits)

IT 472 – Senior Seminar

Prerequisite: Senior standing

Students explore special topics and design projects of current interest. (3 credits)

IT 474 – Facilities Planning and Design

Introduces the types of plant layout and the factors influencing plant layout and design, selection and design of processes and machines, material handling systems, flow diagrams, evaluating alternative layouts, and installing the layout. (3 credits)

INTERDISCIPLINARY STUDIES**CAS 330 – INTERDISCIPLINARY STUDIES**

Prerequisite: WTNG 200 or WTNG 210 or WTNG 220; Junior Standing; or consent of instructor

Courses designated as Interdisciplinary Studies are designed to engage students in a range of disciplinary approaches as they consider thematic or issue-based topics. Through readings, seminar discussions, and projects, students will develop integrated, interdisciplinary perspectives on intellectual engagement. This is a variable content course and may be repeated for credit, but students may study a single topic only once. (1-3 credits) *Special Offering*

INTERNATIONAL BUSINESS**IB 250 – International Business: European Union**

Prerequisite: Permission of instructor

This course involves lectures throughout the semester and a designated trip during Spring Break. The lectures concentrate on the European Union (EU) integration, its history, membership, goals and objectives, political, economic, technological, and socio-cultural environments. In addition, the course highlights problems and issues, opportunities and the future challenges of the EU. The study-abroad component of this course takes students to France and other countries of the EU. Activities during the trip include additional lectures on the EU and visits to companies, and cultural and historical places. (3 credits)

IB 303 – EU and the U.S. MNCs in Emerging Markets

Cross-listed as MGMT 303

Prerequisite: At least second semester sophomore standing

This course covers a variety of strategic topics related to the nature of the emerging markets of Central and South American countries (e.g., Mexico, Brazil), Central and Southeast Asian countries (e.g., India, China) and Middle Eastern countries (e.g., Turkey). The political, economic, technological and socio-cultural environments in these countries are examined in addition to the comparative advantages these countries provide for MNCs. The primary focus is the presence of multinational corporations (MNCs) of the European Union and the U.S. and their operations in these countries. The issues with regard to corporate social responsibility (CSR) and sustainability in these countries are also examined.

This course may include a week of field study in one of the studied emerging countries, which will take place during the semester in which the course is offered. (3 credits)

IB 306: International Business and Trade Disputes

Prerequisite: At least second semester sophomore standing

The primary objective of this course is to develop an understanding of the issues related to the international business, specifically: Trade barriers, global strategies and the economic integration

pacts, North American Free Trade Agreement (NAFTA), European Union (EU) and the World Trade Organization (WTO) that can have major impacts on multinational companies. The lectures highlight global trade strategies and a comparison of several major economic integration pacts that have the potential to enhance expansion of international business. In addition, trade disputes and the role of the World Trade Organization in addressing such disputes between the U.S. and the EU and their ramifications for the industries involved will be examined using several cases. (3 credits)

IB 450 Multinational Corporations: European Union

Prerequisites: Senior standing

The European Union is the home of many of the world's largest multinational corporations (MNCs). Among these are distinguished leading corporations in the world in different industries, such as pharmaceutical, petroleum and auto. This course explores the operating environment of the European Union and key factors of success for the leading multinational corporations. In addition, the course examines the competitive advantages of these companies compared to the U.S.-based MNCs. (3 credits)

IB 469 – COOP: International Business

Prerequisite: Completion of at least 2 of the following courses: MGMT 340, MRKT 340, FNCE 360, ECON 350/360

Grants academic credit to students who work on a part-time basis in selected positions, usually without financial remuneration. Opportunities to apply principles, concepts, and skills learned previously with a company, not-for-profit organization, or government agency in an international business capacity.

ITALIAN (also see listings under Languages)**ITAL 101 – Elementary Italian I**

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: . Not open to native speakers of the language studied.

The first of a two-course sequence in the elements of a language and its culture. Proficiency-based instruction in fundamental discursive patterns, vocabulary, and syntax of the language within a cultural context. Emphasizes listening, speaking, reading and writing. Establishes the foundation for further facility in the language studied. Uses audio and video components. (3 credits) Fall

ITAL 102 – Elementary Italian II

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Elementary Language I course. Not open to native speakers of the language studied.

Continuation of Elementary Language I, emphasizing proficiency-based instruction in authentic cultural contexts. (3 credits) Spring

ITAL 201 – Intermediate Italian I

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Elementary Language II course. Not open to native speakers of the language studied.

The first course of a two-course sequence which extends fundamental skills developed in the elementary courses. Proficiency-based instruction. Emphasis is placed upon skills leading to fluency and integration of language and culture through more extensive reading, writing, and Internet assignments; greater depth and range of linguistic skills through grammar review and conversational practice. (3 credits) Fall

ITAL 202 – Intermediate Italian II

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate Language I course. Not open to native speakers of the language studied.

Continuation of Intermediate Language I. Students are expected to achieve a functional level of fluency. Activities for the course include extensive Internet use for class discussion of world events and extended use of the Language Lab. (3 credits) Spring

ITAL 210 – Actors, Authors and Audiences

Fulfills a course requirement in the minor of Modern Language

A variable topics course designed to introduce students to the dramatic and cinematic productions of a specific nation, culture or language group. Through close examination of the material proposed for the topic, students gain a deeper appreciation and understanding of how the targeted culture perceives itself and how others perceive it. The topic covered each semester is listed in the Course Bulletin. This course may be repeated for credit, but students must study a different topic each time this course is offered. This course is taught in English. (3 credits) Offered on demand

ITAL 220 – Perspectives on Culture: The Italians

This variable content course is designed to introduce students to the history and culture of a nation. In a survey style course format, students will gain a deeper understanding of the most significant literary, historical, and cultural aspects of the targeted nation and may use this information to assist in language acquisition. This course is taught in English. (3 credits) Fall, Spring

ITAL 310 – Advanced Grammar and Composition

Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration.

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course

Intensive practice and review in advanced grammatical structures, written composition, and the mastery of style. This course forms a basis for advanced competence of grammatical structures in the student's target language and is intended to serve as a foundation for advanced study. (3 credits) Fall

ITAL 311 – Advanced Conversation

Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course

Advanced Conversation is designed to help students refine conversational skills for group discussion, dialogue, and individual oral presentations on current topics pertaining to everyday life, professions, politics, social/economic conditions, and the arts. (3 credits) Spring

ITAL 338 – Italian Literary Tradition I

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Successful completion (C- or higher) of Intermediate II Course in the same language or placement by examination.

Literary Tradition I provides a chronological survey of literature in the respective language from around 800 AD to 1750 AD. The most significant works of literature, ranging from early writings in medieval epics to lyrical poetry, early novels, and dramas will be introduced and discussed. Emphasis is placed on the tools of analysis specific to literary studies and criticism in modern language study. Reading, discussing and writing about significant texts affords understanding of literature and reinforcement of advanced language skills (3 credits) Fall

ITAL 339 – Italian Literary Tradition II

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Successful completion (C- or higher) of Intermediate II course in the same language or placement by examination.

Literary Tradition II provides a chronological survey of literature in the respective language from around 1750 AD to the present. The most significant works of literature, ranging from drama to the short story and the novel, especially in the nineteenth century, will be introduced and discussed. Emphasis is placed on the tools of analysis specific to literary studies and criticism in modern language study. Reading, discussing, and writing about significant texts affords understanding of literature and reinforcement of advanced language skills (3 credits) Spring

ITAL 340 – Advanced Literary Topics

Fulfills a course requirement in the Modern Language Major, Minor, and Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course

This variable content course is designed to introduce students to literary masterpieces, trends, and movements of the targeted language by reading the author or genre proposed for the course. All lectures and materials are in the targeted language and students are expected to be proficient speakers and writers of the targeted language. (3 credits) Offered on demand

ITAL 350 – Advanced Topics

Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration.

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course

Advanced Topics is a variable content course designed to explore areas of language study outside of the scope of literature. Topics include linguistics, European literary criticism, and business. Unless otherwise noted, this course is taught in the target language, and a high level of proficiency is expected. The topic covered each semester is listed in the Course Bulletin. This course may be repeated for credit, but students must study a different topic each time this course is offered (3 credits) Fall, Spring

JOURNALISM**JOUR 170 – News I: Basic Journalism**

Prerequisite: COMM 111

Introduction to fundamentals of journalism including interview, reporting, researching and writing. Students will learn to write Breaking News and General News stories. Emphasis is on campus events, local business, education, government and law enforcement issues. (3 credits). Fall

JOUR 270 – Journalism & Society

Prerequisites: COMM 100 or COMM 101

This course introduces students to the history of journalism, along with the tools and skills needed to assess that knowledge and use it when engaging ethical and social issues in the discipline. Class discussions and assignments will explore the history of journalism through the lens of how information and communication technologies (ICTs) impact the press and global society. (3 credits) Fall

JOUR 280 – Feature Writing

Prerequisite: COMM 111

Emphasizes techniques for writing feature stories for newspapers and magazines. Topics include developing story ideas and writing profiles, entertainment, and opinion pieces. Also considers free-lance markets and non-fiction literary devices. (3 credits) Spring

JOUR 299 – Special Topics in Journalism*Prerequisite: COMM 100 or COMM 101*

Examines topics from the various content areas of Journalism suitable for a first or second year level. Initiated by student demand, interest of instructor, or timeliness of offering. The course, not the topic, may be repeated for credit. (1-3 credits) *Special Offering*

JOUR 315 – Introduction to Photo-Journalism*Prerequisites: VARTS 261 or COMM 240 or consent of instructor*

This course is an introduction to the practices of photo-journalism with an emphasis on visual storytelling. Assignments include sports photography, feature photos, general news photos and developing photo essays. (3 credits) *Fall*

JOUR 320 – Broadcast News*Prerequisites: COMM 101, 111, and 240*

Instruction in rudimentary broadcast writing and related skills. Addresses the peculiar demands of the broadcast industry, especially as applied to newsroom personnel and producing work under deadline. (3 credits) *Spring*

JOUR 355 – Digital Journalism I*Prerequisites: COMM 111, or consent of the instructor*

This course is designed to examine the Internet's influence over traditional news media, and to explore multimedia formulas that effectively deliver news in the electronic age. Students will learn to report and write non-fiction stories in a way that fuses together traditional media including broadcast, print, still photography, music and audio. The course will cover: a) a review of commercialization of the Internet; b) multimedia platforms already in existence; c) video programming for the Internet; d) writing for the Internet; e) texture analysis of multimedia platform storytelling; f) video storytelling on an Internet platform. (3 credits) *Fall*

JOUR 370 – News II; Advanced Journalism and Lab*Prerequisites: COMM 111 and JOUR 170*

Advanced practice in planning, reporting, and writing in-depth news stories and interpretive articles. Examines current criticism of news-gathering techniques. Assignments include covering campus, community, government, courts, law enforcement, and special beats. Computerized classroom simulates newsroom setting. (4 credits) *Fall*

JOUR 455 – Digital Journalism II*Prerequisites: JOUR 355, senior standing or consent of instructor*

This course is designed to examine the Internet's influence over longer-form storytelling and will advance the lessons learned in Digital Journalism I towards more sophisticated news packages. Students will select ONE topic and spend 15 weeks researching, reporting and crafting multimedia packages that layer a series of companion media to tell one complete story. The course will cover: a) Advanced research skills; b) longer-form video news packaging; c) Internet web design and its relationship to nonlinear storytelling; d) interactive mapping and graphics. (3 credits) *Spring*

JOUR 430 – Special Topics in Journalism*Prerequisites: COMM 111 and junior standing; or consent of instructor*

Emphasizes specialized areas of journalism leading to design of projects incorporating one or all of these areas. Requires completion of one of the following sets for majors concentrating in journalism: Set A: sports journalism, photojournalism, and creative nonfiction; Set B: commentary (editorials and personal columns), entertainment reporting and investigative precision journalism. Journalism students may also take the alternative set as an elective. (3 credits) *Fall, Spring*

JOUR 470 – Journalism Capstone + Portfolio*Prerequisites: JOUR 370 and senior standing or consent of instructor*

The Journalism Capstone + Portfolio course has two purposes: First, the course is designed to challenge graduating seniors to evaluate their academic experience as they moved through the Journalism curriculum. As part of that, students will, through class discussions and course work, demonstrate their knowledge of Journalism both in theory and practice. Second, students will be pressed to craft an electronic portfolio which should reflect their achievements as Journalism majors. As part of the final project, students will publish these collected works online in a comprehensive multimedia portfolio that showcases their talents. That work should reflect their interests, skills, and competencies in the field of Journalism. (3 credits) *Spring*

LANGUAGES (also see listings under Chinese, French, German, Italian, Latin, Portuguese, and Spanish)**LANG 420 – Senior Thesis Research***Prerequisite: Senior status, three language 300 courses or higher in one language, no grade below C- in any Prerequisite course.*

Required course for language majors. Students will explore one research topic in depth and produce a thesis suitable for presentation at a student research conference and publication (either in print or electronically) in a student-level research journal. Topics for the course will be determined by the language studied by the student, by the interests of the student and by the expertise of the instructor. This course is open only to language majors (3 credits) *Spring*

LANG 430 – Special Topics

Students explore a special topic approved by their advisor. Based upon pre-approval by the Department and upon the complexity of the topic, this course may fulfill a course requirement in the Language Major, Minor, or Core Concentration. Past topics have included the creation of a web site in the student's chosen language, language study for specialized fields. (3 credits) *Special Offering*

LATIN (also see listings under Languages)**LAT 101 – Elementary Latin I***Fulfills a course requirement in the Language Core Concentration*

The first course of a two-course sequence intended to provide the fundamentals of Latin with a special emphasis on developing facility in reading the Latin language. Elementary Latin I introduces the student to basic grammatical structures, vocabulary of the Latin language, and major works of Latin literature. No previous knowledge of Latin is required. (3 credits) *Fall*

LAT 102 – Elementary Latin II*Fulfills a course requirement in the Language Core Concentration**Prerequisite: Successful completion (C-or higher) of Latin I or placement by examination*

The second course of a two-course sequence intended to provide the fundamentals of Latin with a special emphasis on developing facility in reading the Latin language. Elementary Latin II introduces students to complex grammatical structures and completes the presentation of fundamentals of the Latin language. In addition, students will complete an introductory survey of major Roman authors and will have the opportunity to read selected passages of Latin prose and poetry. (3 credits) *Spring*

LAT 201 – Intermediate Latin I

Fulfills a course requirement in the Language Core Concentration

Prerequisite: Successful completion (C- or higher) of Elementary Latin II or equivalent

The first course of a two-course sequence designed as an introduction to Latin literature through intensive reading of major authors of Golden Age prose and poetry, including Cicero and Virgil. Careful attention will be paid to grammar and style. (3 credits) Fall

LAT 202 – Intermediate Latin II

Fulfills a course requirement in the Language Core Concentration

Prerequisite: Successful completion (C- or higher) of Intermediate Latin I or placement by examination

This course completes the two-semester introduction to Latin literature through intensive reading of major authors in Silver Age poetry and prose from imperial Rome, including Livy's History of Rome and Ovid's Metamorphoses. Careful attention to grammar and style. (3 credits) Spring

LAT 220 – Perspectives on Culture: The Romans

This variable content course is designed to introduce students to the history and culture of a nation. In a survey style course format, students will gain a deeper understanding of the most significant literary, historical, and cultural aspects of the targeted nation and may use this information to assist in language acquisition. This course is taught in English. (3 credits) Offered on demand

LAT 310 – Advanced Grammar and Composition

Fulfills a course requirement in the Language Major, Minor and Core Concentration.

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course

Intensive practice and review in advanced grammatical structures, written composition, and the mastery of style. This course forms a basis for advanced competence of grammatical structures in the student's target language and is intended to serve as a foundation for advanced study. (3 credits) Fall

LAT 311 – Advanced Conversation

Fulfills a course requirement in the Language Major, Minor and Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course

Advanced Conversation is designed to help students refine conversational skills for group discussion, dialogue, and individual oral presentations on current topics pertaining to everyday life, professions, politics, social/economic conditions, and the arts. (3 credits) Spring

LAT 338 – Roman Literary Tradition I

Fulfills a course requirement in the Language Core Concentration

Prerequisite: Successful completion (C- or higher) of Intermediate Latin II or placement by examination
Roman Literary Tradition I provides a survey of Latin literature from early republican Rome to the age of Augustus. The most significant works of literature, ranging from drama and epic to lyric poetry and history will be introduced and discussed. Emphasis is placed on the tools of analysis specific to literary studies, translation, and criticism in classical philology. Reading, discussing, and writing about significant texts affords understanding of literature and reinforcement of advanced language skills. (3 credits) Fall

LAT 339 – Roman Literary Tradition II

Fulfills a course requirement in the Language Core Concentration

Prerequisite: Successful completion (C- or higher) of Intermediate Latin II or placement by examination
Roman Literary Tradition II provides a survey of Latin literature from the "silver age" to early Christianity. The most significant works of literature, ranging from drama and epic to biography and history will be introduced and discussed. Emphasis is placed on the tools of analysis specific to literary studies, translation, and criticism in classical philology. Reading, discussing, and writ-

ing about significant texts affords understanding of literature and reinforcement of advanced language skills. (3 credits) Spring

LAT 340 – Advanced Literary Topics

Fulfills a course requirement in the Language Major, Minor, and Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the Intermediate Latin II course

This variable content course is designed to introduce students to literary masterpieces, trends, and movements of the targeted language by reading and studying the author or genre proposed for the course. All lectures and materials are in the targeted language and students are expected to be proficient speakers and writers of the targeted language. (3 credits) Offered on demand

LAT 350 – Advanced Latin Topics

Fulfills a course requirement in the Language Major, Minor and Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the Intermediate Latin II course

Advanced Latin Topics is a variable content course designed to explore areas of classical philology. Topics include classical linguistics, epigraphy, paleography, and the history of classical scholarship. Unless otherwise noted, all material for this course is in the original language. The topic covered each semester is listed in the Course Bulletin. This course may be repeated for credit, but students must study a different topic each time this course is offered. (3 credits) Fall, Spring

LEADERSHIP**LEAD 501 – Leaders and the Leadership Process**

The purpose of this course is to provide principles and foundations for leadership including traits and behaviors associated with outstanding leaders, explaining how they get results, and why their leadership often exceeds all expected limits. This course is designed to introduce students to behaviors associated with outstanding leadership, social learning and cognition in organizations as a context to promote outstanding leadership, and leadership development as a strategic intervention to enhance individual, group and organizational motivation and performance. (3 credits) Fall

LEAD 502 – Communication Skills for Leadership Roles

This course assists leaders and future leaders with the development and enhancement of communications skills required for leadership and for successful matriculation into a graduate program. Emphasis is on both written and oral communications (e.g. audience awareness, style, individual and group presentations, library and database research, and writing employing APA style and format). (3 credits)

LEAD 503 – Data Management & Analysis for Organization Leaders

Cross-Listed as PA 503

The use of quantitative analysis and techniques for leaders. Emphasis on research design, data gathering and analysis, the interpretation and presentation of findings. Instruction in the use of descriptive statistics, such as means, medians, standard deviations, and histograms will be covered. It includes an analysis of the validity and appropriateness of statistical techniques employed by professional leaders. Use of computer software to analyze data is introduced. Students may not earn credit in both LEAD 503 and PA 503. (3 credits) Fall

LEAD 504 – Inclusive Excellence and the Leadership Role

Fulfills a course requirement.

This course will explore the theory and practice of diversity leadership through experiential exercises, video and didactic presentations, small group and class discussions. The analysis and application of models, theories and strategies for managing an increasingly diverse workforce and customer base will be undertaken. (3 credits)

LEAD 505 – Budgeting and Finance in Complex Organizations*Cross-Listed as PA 505*

Introduction to public finances and budgeting with an examination of the development of budgeting, the budget process, revenue sources, taxation, accounting practices, and debt management in public organizations. Beginning with a broad base of management topics and principles, the course takes the student into related areas of cost and expenses. From this point, the course concentrates on the analysis and information from which hospital, clinic, third party payer, non-profit and government budgeting is done. The techniques by which costs are determined are central to the decision making required in the last portion of the course. The topic of budget control is addressed at the end of the course. Students may not earn credit in both LEAD 505 and PA 505 (3 credits) Fall

LEAD 506 – Human Resource Management for Organizational Leaders.*Cross-Listed as PA 506*

Human Resource Management (HRM) includes evaluating the internal and external environments of an organization, assessing work and work outcomes, acquiring employees, training and developing those employees, and compensating employees. In addition HRM in some organizations also includes labor management relations and human resource information systems. All managers are responsible for HRM practices in organizations and for the impact of their HRM activities. The primary objective of this course is placed on how managers might identify and engage in effective HRM practices. In addition, the roles and practices of the human resources professional are examined. Students may not earn credit in both LEAD 506 and PA 506 (3 credits) Fall

LEAD 507 – Strategic Leadership in a Globalized World

This course explores and analyzes the requirements for effective strategic leadership in organizations operating in today's technology-driven environments. Students will be introduced to the various elements of the strategic leadership system, including organizational context/environment, leader's life stream of biographic and demographic elements influencing leadership, and followers' perceptions of the leaders' behavior. Students will learn how to display outstanding strategic leadership based upon information obtained through discussions, field based case studies, and readings. Discussions will be conducted face-to-face and virtually. Emphasis in this course is placed on learning from "real world" senior managers/administrators to enhance the practicality. As the course progresses, new knowledge and skills are integrated into a more sophisticated framework for understanding strategic leadership. (3 credits) Fall

LEAD 508 – Developing Creative High Performance Organizations

In this course students will learn about the changing view of the world and of organizations. Additionally, the course will address new methods for change and organization design. Students will be exposed to developments in the sciences, the social sciences, and the arts to enhance their thinking about developing creative, high performance organizations. Methods of organizational change, innovation, and leadership vision for organization performance are topics included in the course. New paradigms, techniques, and methods for promoting creativity, improvisation and adaptation from the leadership perspective will be emphasized. (3 credits) Fall

LEAD 509 – Negotiation Strategies

This course covers negotiation as a process. Students will learn the structure and processes of negotiation at both the interpersonal and organizational levels. Knowledge and skills in negotiating is essential to leaders working with and through other people to accomplish objectives. Negotiation is an important part of the normal "give and take" of any business, government, or nonprofit organization, including negotiating salaries, arranging contracts with vendors, or allocating resources to a project. (3 credits)

LEAD 510 – Stakeholders Relations in Complex Organizations

Business, government and non-profit organizations must interact with diverse citizens groups, patrons, vendors, and customers. This course examines how personal and organizational values

play a role in the decision process and the impact that organizational culture has on the ethical dimension of decision making. The consequential and non-consequential principles of stakeholder will be examined. Integrated social contract theory and the application to organization decisions will be explored. The course will help explain the social and ethical dilemmas that arise from globalization. (3 credits)

LEAD 511 – Organizational Dynamics*Cross-Listed as PA 502*

This course is designed to provide the organizational leader with an understanding of the principles of organizational behavior and management. Through the text and case material, we will examine topics such as motivation, rewards, group dynamic conflict, power, leadership, communication and organizational change. Our interaction will include general group discussions, case discussions and lectures. Class sessions will focus on issues by the text and case material, or by issues relevant to the students' organizational experiences. Students may not earn credit in both LEAD 511 and PA 502 (3 credits) Spring

LEAD 530 – Special Topics in Leadership

The purpose of the special topics course is to allow Leadership students to integrate new subject matter into their learning of the field. The special topics course will allow the creation of emerging new areas which will keep students up to date in the field. The course will also examine current issues and problems in the field what will require students to employ the reasoning, speaking and writing skills developed in their other Leadership courses. (3 credit) Offered on demand

LEAD 599 – Capstone in Leadership

Students work independently with faculty guidance to create projects in leadership. Emphasis is placed on stakeholder relations, organization environments, and leadership solutions. Full presentation of data finds and solutions is required. (3-6 credits) Fall, Spring, Summer

LEGAL STUDIES**LS 101 – The American Legal System**

Introduction to the United States legal system. Includes overview of federal, state, and local legal institutions as well as an overview of fundamental distinctions between civil and criminal law, common law and statutory law, substantive and procedural law, trial and appellate courts. The course also provides an introduction to constitutional law, alternative dispute resolution, legal education, and the legal profession. (3 credits) Fall, Spring

LS 150 – Law and Society

Examines the role of the law and our legal system in political, social, and economic life and how the law is used to effect social change. Explores the question: Do societal norms and values shape the law, or does the law shape morality? The course will explore contemporary legal issues and examples of how we encounter the law in everyday life. (3 credits) Fall, Spring

LS 207/CJS 207 – Law and Family*Cross-Listed as CJS 207; A student may not receive credit for both this course and LS 207*

The course examines the nature of the relationship between the law and families in the United States. The course focuses on an analysis of how the law structures marital and family relationships and how, in turn, society's definitions and conceptions of marriage and family impacts both criminal and civil law. The course examines the proper boundaries of state intervention in people's most private relationships and highlights how family law and changes in family law both shape and reflect some of society's most strongly held social values. Topics include marital privacy, child-parent relationships, divorce, child support and custody, domestic violence, and intra-family crime. (3 credits) Spring

LS 209 – Legal Methods I: Legal Reading, Analysis, and Writing

Prerequisites: Successful completion (“C-” or higher) of *Expository Writing*

A foundational course for the undergraduate study of law focusing on the student's ability to engage in legal analysis and reasoning. The course will introduce students to the process of synthesizing the law and incorporating legal analysis in common legal documents such as opinion letters and memoranda. (3 credits) Fall

LS 215 – Legal Methods II: Research Strategies

Prerequisites: Successful completion (“C-” or higher) of *Critical Writing* and *LS 105*

Integrates the “how to” procedural aspects of legal research with the bibliographic knowledge necessary for effective research. Introduction includes: use of all primary legal sources, including cases, constitutions and statutes, and administrative rules and regulations, as well as texts and treatises, encyclopedias, law journals, and other secondary sources; “hands on” use of electronic means of research such as online database searching (Westlaw and Lexis-Nexis); analysis of legal problems and formulation of appropriate research procedures to determine the applicable law. (3 credits), Spring

LS 220 – Fundamentals of Contract Law

Study of the history and development of the law, including court structure and procedure. Emphasis on the study of contract law, including the basic elements of a valid contract, rights of third parties, and remedies for breach. Analysis of the role of formal and informal “agreements” in everyday life with a special emphasis on contracts in the business setting. (3 credits) Fall

LS 230 – Tort Law and Personal Injury Litigation

Study of the nature of civil wrongs and of jurisprudential concepts concerning liability. Includes the study of injuries to persons, property, and relationships; intentional wrongs such as defamation, infliction of emotional distress and invasion of privacy, negligence in personal and professional settings (such as malpractice) and strict liability. Concepts in tort reform, insurance, defenses to tort actions, and “personal injury” trial practice will also be addressed. (3 credits) Fall

LS 301 – The Legal Advocacy Clinic

Prerequisites: *CJS 105* or *LS 101* and permission of instructor.

The Legal Advocacy Clinic is a unique opportunity for students interested in working with victims of domestic violence in the court system. The Clinic experience will begin in the classroom where students will learn the history of domestic violence and the unique challenges involved with addressing domestic violence cases. Once students are educated and trained, students will work in the Newport Courthouse to assist and advocate on behalf of clients that wish to apply for orders of protection. Students will work weekly in the courthouse, providing advocacy services, under the direction of the instructor. (3 credits)

LS 315 – Concepts in Legal Advocacy

Prerequisite: *LS 101*

This course will introduce students to trial advocacy, practice and procedure. The law of evidence as well as principles of public speaking and the art of persuasion through trial techniques will be emphasized. Students will prepare trial materials and will participate in the trial of a case from opening statement to closing statement. This course will also prepare interested students to take part in intercollegiate mock trial competition sponsored by the American Mock Trial Association. (3 credits) Fall

LS 330 – Comparative Legal Systems

Prerequisite: Junior or senior standing

Survey of the legal systems of selected major foreign countries. While some attention is paid to case law, emphasis is placed on the historical, sociological, and political factors affecting the various legal systems. Comparisons with the United States laws are made. (3 credits) Summer

LS 350 – Law, Commerce, and the Economy

Prerequisites: *PLS 100* and *PLS 221*

Provides an overview of business law and corporate law practice for students with a foundation in the American legal system and in contract law. Topics covered include: business organizations, internet law and e-commerce, intellectual property, negotiable instruments and banking, governmental regulation of business, and business ethics and business crimes. (3 credits) Spring

LS 355 – Sports Law

This course examines the effect of the law on the sporting world, both on the national and international level. Students will be introduced to the effect of sports agents in negotiating contracts and protecting the interest of a player client, how torts and criminal law affects the sporting world, the regulation of sports through anti-trust and the use of drugs, the inequities in sports towards women and Title I, the effect of the NCAA on intercollegiate sports and the aspects of international sports and the Olympics.

LS 380 – Property Ownership and the Law

Study of the law governing the ownership of personal property, real estate, and intellectual property. Emphasis on the laws regarding the acquisition of property as well as the rights and duties that accompany property ownership in the U.S. Includes an overview of laws concerning the conveyance of property to another including probate and estate law. (3 credits) Spring

LS 410 – Independent Study

Students may choose to work independently with a Legal Studies faculty member on a topic chosen by the student and the faculty member. This work may involve directed reading and weekly meetings and/or an intensive directed research project. (3 credits) Special Offering

LS 425 – Senior Thesis in Legal Studies

This is a capstone course for legal studies majors. Students integrate knowledge of theoretical concepts and practical application of research methods, writing for the legal professionals, and selected specialty areas in the law through assigned readings, seminar discussion, and the completion of assigned projects. Special emphasis will be placed on ethics and the rules of professional responsibility for legal professionals. As an outcome of the course students will complete a senior thesis on a topic demonstrating the interaction between the law and the student's other major or area of study in the liberal arts. (3 credits) Spring

LS 430 – Special Topics in Legal Studies

Study of special topics in legal studies. Topics determined by student needs and availability of appropriate instruction. (3 credits) Special Offering

LINGUISTICS**LING 101 – Introduction to Linguistics**

Required for all students with a dual major in Secondary Education/English and Foreign Languages majors

This course is an overview of the conceptual foundations of linguistics. The course introduces students to several major areas within linguistics: phonology, morphology, syntax, semantics and pragmatics. It is appropriate for any undergraduate interested in language or its use. (3 credits) Spring

LING 102 – Language Acquisition

Fulfills a requirement in the in the elective category in the Modern Language major

This course acquaints students with the similarities and differences between first and second language acquisition. Students will examine critical definitions, theoretical concepts, issues and models. (3 credits) Spring

LING 103 – Language and Culture

Fulfills an elective requirement for Modern Language and Classics majors.

The course presents basic components of the field of language and the role(s) it plays in society and culture. The course will address the role of speech in individual, social and cultural settings. The course is taught in English. (3 credits) Fall, Summer

LING 301 – Roots of English

Prerequisites: A 200 Level Writing course, ENG 100; or consent of instructor

The course will follow the changes experienced by English from its roots in Anglo Saxon dialects, through its different stages of development and ending with modern British and American English. The content will include phonological, morphological and syntactic changes. (3 credits) Spring

MANAGEMENT**MGMT 200 – Management Principles**

Analysis of general management, organizations, and organizational behavior. Emphasizes the manager's accountability for efficient and effective performance, which includes responsibility for making work organizations more fit for human habitation. (3 credits) Fall, Spring

MGMT 302 – Organizational Behavior

Prerequisite: MGMT 200

This course helps students to develop a better understanding of human behavior in an organizational environment. Topics will include motivation, job design, leadership and diversity management. (3 credits) Spring

MGMT 303 – EU and the U.S. MNCs in Emerging Markets

Cross-listed as IB 303: At least second semester sophomore standing

This course covers a variety of strategic topics related to the nature of the emerging markets of Central and South American countries (e.g., Mexico, Brazil), Central and Southeast Asian countries (e.g., India, China) and Middle Eastern countries (e.g., Turkey). The political, economic, technological and socio-cultural environments in these countries are examined in addition to the comparative advantages these countries provide for MNCs. The primary focus is the presence of multinational corporations (MNCs) of the European Union and the U.S. and their operations in these countries. The issues with regard to corporate social responsibility (CSR) and sustainability in these countries are also examined.

This course may include a week of field study in one of the studied emerging countries, which will take place during the semester in which the course is offered. (3 credits)

MGMT 310 – Human Resource Management

Prerequisites: MGMT 200

Introduction to the theories and practices of corporate personnel management. Topics include planning, staffing, training and development, reward systems, labor relations, personnel law, and international human-resources management. (3 credits) Fall

MGMT 315 – Small Business Management

Prerequisite: MGMT 200

Stresses the special problems and challenges of the small business. Examines small businesses as different from larger businesses in kind as well as degree. Explores the multiple roles of the small business manager; the challenges of growth and management transition; and practical approaches to analyzing performance and solving typical problems. (3 credits)

MGMT 330 – Operations Management

Prerequisites: MGMT 200 and MATH 124 or equivalent

An introductory course examining concepts and tools for designing, controlling and improving organizational processes. Topics include process analysis, product and service development, quality management, demand and supply planning, inventory control, supply chain management, and facility planning. (3 credits)

MGMT 336 – Negotiations

Prerequisites: MGMT 200 and Junior Standing

This class focuses on the negotiation skills needed for managers to succeed in today's workplace, while also highlighting the relevance of negotiation concepts and techniques to situations arising in everyday life. Specifically, students are introduced to the terms, concepts and theories of negotiation, and are provided with an opportunity for substantial experiential practice through the use of role play and case study.

MGMT 340 – International Management

Prerequisite: ECON 101 and 45 credit hours earned

This course is developed to create understanding of the international business environment and the issues that could enhance not only the survival, but also the success of an enterprise in the international arena. The primary objectives in this course are to develop knowledge and understanding of the issues related to the international business environment and to provide students with the opportunity to refine this knowledge by analyzing current economic, social-cultural, technological, ethical, and political issues that can influence international companies. This course is designed to promote critical thinking as a manager of an international enterprise through reading and mastering lecture material and exposure to cases, current articles in the business press, and participation in group projects and presentations. (3 credits)

MGMT 350 – Managing Workplace Diversity

Prerequisite: MGMT 200

The purpose of this course is to provide an in-depth study of what it means to work in a diverse organization. Diversity is now understood to encompass more than gender, racial and ethnic differences. Students will be exposed to perspectives of diversity in the contexts of history and sociology. The course will examine diversity at three levels: individual, group identity, and organization. (3 credits)

MGMT 352 – Nonprofit Management

Cross-listed as PA 352

This course provides students with an overview of the role of the non-profit sector in the United States, as well as comprehensive exposure to the various elements of managing a non-profit organization. Governance, personnel, finance, planning, and service delivery will be examined and best practices located. Students emerge from the course better able to face the challenges of working in and managing a non-profit organization. (3 credits) Spring

MGMT 355 – International Organizational Behavior

Prerequisite: MGMT 200

This course involves the study of organizational behavior in the context of understanding multicultural and international influences on those behaviors. A goal of the course is to develop an increased self-awareness of our cultural conditioning, individual biases and assumptions, and to understand the implications that have on our business interactions with people who are different from us. Students will acquire some basic knowledge and skills needed to management effectively in other cultures, and well as familiarity with the types of situations and issues managers often confront when working internationally. (3 credits)

MGMT 360 – Leadership*Prerequisite: MGMT 200*

Examination of theory, research, and application of leadership in organizational settings. This course helps students to acquire the skills, and an understanding of the background of the skills, that are the most effective in succeeding in leadership situations. The course is taught with a concerted effort to separate the leadership research from leadership opinion in the popular press. Class time is spent reviewing leadership research and how it can be applied in leadership situations, and gaining a better understanding of the many maxims on leadership in the popular press. Class discussions, role-playing, current newspaper articles, exercises, and a team project are used to convey the material. (3 credits)

MGMT 430 – Special Topics in Management*Prerequisite: Consent of instructor*

Selected topics provide study in areas chosen by students in consultation with faculty. Provides an advanced level of course work or research in management. (3 credits) *Special Offering*

MGMT 439 – Management Planning Seminar*Prerequisites: MGMT 200, three upper-level (300-400) Management courses, and senior standing*

In this course, students select a business to create/and/or start. Collection of data through primary and secondary research sources will assist students in the development of a business plan along with an understanding of the sociological, technological, managerial and other environmental trends that will shape the practice of management in the 21st century. This course involves spending a significant amount of time in the business environment. Contact with members of the business community is highly encouraged. The final product of the class will be a professional business plan and its presentation. (3 credits)

MGMT 469 –Management COOP*Prerequisites: Junior standing and consent of instructor*

This course provides academic credit for a supervised professional experience in a field related to business management. (3 credits) *By arrangement*

MGMT 499 – Business Policy*Prerequisite: Senior Standing. All Business Core courses completed.*

Business Policy is the capstone, integrative course for graduating business students. This course describes and analyzes strategic management processes, including the micro- and macro-environments, strategic decision-making, implementation, and performance evaluation components. Global challenges and their impact on a variety of organizations are explored. (3 credits) *Fall, Spring*

MARKETING**MRKT 200 – Marketing Principles**

Examines marketing as a dynamic segment of business administration. Emphasizes basic problems and practices in marketing management. Develops an understanding and feel for the decision-making and problem-solving role of the marketing manager. (3 credits) *Fall, Spring*

MRKT 301 – Advertising Principles*Prerequisite: MRKT 200*

Comprehensive survey of the role and importance of advertising. Offers a non-technical look at the management, planning, creation, and use of advertising. Examines a complete integrated marketing communications campaign, including media selection plans. (3 credits) *Fall, Spring*

MRKT 302 – Advertising Campaigns*Prerequisite: MRKT 301*

Builds knowledge of creative advertising. An applied marketing course in which students create complete integrated marketing communications campaigns, including the preparation of original advertisements. (3 credits) *Spring*

MRKT 305 – Marketing Research*Prerequisite: MRKT 200*

Examines the nature and scope of fundamental marketing research as part of the problem-solving and decision-making process of the marketing manager. Includes problem-defining and data-gathering techniques, data analysis, interpretation, and utilization. (3 credits) *Fall*

MRKT 315 – Qualitative Marketing Research*Prerequisite: MRKT 200*

Examines qualitative research techniques employed by marketers today. The course will acquaint students with methods for qualitative research design, data collection and analysis, interpretation and utilization. The course will also explore the philosophical and procedural differences between qualitative and quantitative approaches to marketing research. (3 credits) *Spring*

MRKT 320 – Sales Management*Prerequisite: MRKT 200*

Focuses on the planning, organization, development, and management of the field sales force. Emphasizes techniques for recruiting, selecting, and training an outside sales force. Introduces salesmanship principles. Case studies are used. (3 credits) *Spring*

MRKT 330 – Retail Management*Prerequisite: MRKT 200*

Investigates strategies that can be applied to analyzing and solving retail problems. Focuses on understanding how organizations adapt their strategies to changes in the retail industry, whether they operate via traditional retail outlets and/or electronic commerce. (3 credits) *Fall*

MRKT 335 – Consumer Behavior*Prerequisite: MRKT 200*

Comprehensive course designed to equip marketing students with a pragmatic understanding and appreciation of the intricacies of consumer behavior. Investigates what consumer behavior is, how and why it developed, and how consumer behavior findings provide the conceptual framework and strategic direction for marketing practitioners. (3 credits) *Fall Spring*

MRKT 340 – International Marketing*Prerequisite: MRKT 200*

Examines the cultural context of international marketing. Introduces students to the approaches used by global organizations to identify and understand markets and develop successful product, promotion, pricing, and distribution strategies. (3 credits) *Fall*

MRKT 360 – Marketing on the Web (Cross-listed as CIS 360)*Prerequisites: MRKT 200 and CIS 206 (CIS 206 may be taken concurrently)*

Examines how the Internet is altering the exchange of goods and services between buyers and sellers. Investigates the role of the Internet as an integral element of marketing strategies, incorporating a critical evaluation of electronic commerce strategies. As students create their web site(s) they study, experiment with, and discover the elements of effective business web site design, the principles of marketing research on the web, and methods of implementing marketing communications strategies via the web. Offered in a hands-on computer classroom. (3 credits) *Spring*

MRKT 420 – Marketing Seminar*Prerequisite: Senior standing*

A summary course covering all aspects of marketing. Special emphasis on the decision-making activities of a firm's marketing manager. Uses a computerized decision-making simulation in marketing management. (3 credits) Spring

MRKT 430 – Special Topics in Marketing*Prerequisite: Consent of instructor*

Selected topics provide study in areas chosen by students in consultation with faculty. Provides an advanced level of course work or research in marketing. (Special Topics courses may be repeated for additional academic credit.) (3 credits) Special offering

MRKT 469 – Marketing COOP*Prerequisites: Junior standing and consent of instructor*

This course provides academic credit for a supervised professional experience in a field related to marketing. (1-3 credits) By arrangement

MATHEMATICS**MATH 110 – Mathematics in the Modern World***Fulfills the University Core Curriculum requirement in mathematics*

Survey of mathematics designed for students who are majoring in non-technical areas. Topics may include problem-solving techniques, an introduction to statistical methods, and an introduction to the mathematics of finance. (3 credits) Fall, Spring

MATH 115 – Mathematics for Elementary Education I*Fulfills the University Core Curriculum requirement in mathematics*

Looks at mathematical topics necessary for elementary school teachers and helps students develop an adult perspective on the mathematics they will have to teach. Covers concepts in problem solving, sets and whole numbers, numeration, number theory, integers, fractions, decimals, proportional reasoning and statistics. (3 credits) Fall, Spring

MATH 116 – Mathematics for Elementary Education II*Fulfills the University Core Curriculum requirement in mathematics**Prerequisites: Successful completion (C- or above) of MATH 115 or consent of instructor.*

Continuation of MATH 115. Looks at mathematical topics necessary for elementary school teachers and helps students develop an adult perspective on the mathematics that they will have to teach. Covers concepts in probability, algebraic reasoning, geometric figures, measurement, geometric transformations, congruence and similarity. (3 credits) Fall, Spring

MATH 117 – College Algebra*Fulfills the University Core Curriculum requirement in mathematics**Prerequisite: Placement by examination*

Covers linear and quadratic equations and inequalities, systems of linear equations, polynomials and rational expressions, partial fractions, exponents and radicals, and introduces linear, quadratic, rational, exponential and logarithmic functions. (3 credits) Fall, Spring

MATH 124 – Basic Statistics*Fulfills the University Core Curriculum requirement in mathematics*

(A student cannot receive credit for both this course and MATH 122.)

Emphasizes descriptive statistics, probability, estimation, hypothesis testing, regression and correlation. (3 credits) Fall, Spring

MATH 136 – Precalculus*Fulfills the University Core Curriculum requirement in mathematics**Prerequisite: Successful completion (C- or higher) of MATH 117 or placement by examination*

The focus of this course is on functions, which are of central importance in Calculus. Topics include definitions, properties, and applications of algebraic, inverse, exponential, logarithmic and trigonometric functions. (4 credits) Fall, Spring

MATH 141 – Finite Mathematics*Fulfills the University Core Curriculum Requirement in mathematics*

This course is primarily designed for business majors and focuses on building algebraic skills while emphasizing applications, models, and decision-making from business and the social sciences. Topics include linear equations, functions, mathematics of finance, systems of linear equations, matrices, linear inequalities and linear programming. (3 credits) Fall, Spring

MATH 207 – Applied Calculus for Business and Social Sciences*Prerequisite: Successful completion (C- or higher) of MATH 136 Precalculus, or placement by examination.*

This course covers fundamental notions of differentiation and integration of algebraic, exponential and logarithmic functions, with problems drawn from principally from business situations. Topics include optimization, related rates, and simple applications and methods of integration. While covering traditional analytic methods, this course also emphasizes graphical and numerical approaches. This course may not be taken for credit by mathematics majors, minors or core concentrators. No credit will be given to students who have previously received credit for MATH 213. (3 credits) Fall

MATH 213 – Calculus I and Lab*Fulfills a course requirement in the Mathematics Core Concentration**Fulfills the University Core Curriculum requirement in mathematics**Prerequisite: Successful completion (C- or better) of MATH 136 or placement by examination*

Covers the differential calculus of a single variable and introduces integration. Topics include limits and continuity, differentiation of algebraic and transcendental functions, applications of derivatives to rates of change, optimization, and curve sketching, and the Fundamental Theorem. The laboratory component involves use of computer algebra software. (4 credits) Fall, Spring

MATH 214 – Calculus II and Lab*Fulfills a course requirement in the Mathematics Core Concentration**Fulfills the University Core Curriculum requirement in mathematics**Prerequisite: Successful completion (C- or higher) of MATH 213*

Covers the integral calculus of algebraic and transcendental functions and its applications. Topics include elementary differential equations, computation of areas, volumes, work and other physical quantities, integration techniques, improper integrals, and infinite series. The laboratory component Involves use of computer algebra software (4 credits) Fall, Spring

MATH 218: Applied Calculus for Life Sciences*Prerequisite: Successful completion (C- or higher) of MATH 213.*

(A student cannot receive credit for both this course and MATH 214)

This course covers core concepts of integral calculus, important notions of linear algebra and multivariable calculus. It strongly emphasizes their applications to life sciences. Topics include techniques of integration, differential equations, matrix algebra, eigenvalues and eigenvectors, stability of equilibrium points and mathematical models such as the predator-prey, Leslie and microbial growth models. (3 credits) Fall, Spring

MATH 221 – Discrete Mathematics

Fulfills a course requirement in the Mathematics Core Concentration

Fulfills the University Core Curriculum requirement in mathematics

Prerequisite: Successful completion (C- or higher) of MATH 136 or placement by examination

Focuses on concepts and techniques in mathematics that play a fundamental role in the study of computer science. Sets, functions and relations, algorithms, proof by induction, recursive functions, and elementary combinatorics and graph theory are studied. (3 credits) Spring

MATH 231 – Introduction to Mathematical Reasoning

Fulfills a course requirement in the Mathematics Core Concentration

Prerequisite: Successful completion (C- or higher) of MATH 213 or 221; or consent of instructor

Serves as a transition to more conceptual upper-level mathematics courses, where the cornerstones of mathematical exposition are the notions of definition, theorem, and proof. Logical reasoning, proof paradigms, and naïve set theory are studied. This course may involve a substantial writing component. (3 credits) Alternate Fall

MATH/BIO 250 – Introduction to Biostatistics – Cross-listed with BIO 250

Cross-listed with BIO 250

Fulfills the statistics requirement for the Biology, Marine Biology and Environmental Science Majors

Prerequisites: MATH 136, BIO 104 and sophomore standing or consent of instructor

The course is a team-taught introductory course in statistics with applications to biological problems. Students will learn statistical concepts and the technical details behind those concepts as well as when and how to apply particular procedures. This class is a mix of theoretical understanding of statistical principles and problem application using statistical software. Particular topics include the following: Measures of the central tendency and of dispersion and variability, hypothesis testing, Analysis of Variance and linear, multiple and polynomial regression. (3 credits) Fall

MATH 301 – Linear Programming

Fulfills a course requirement in the Mathematics Core Concentration

Prerequisites: Successful completion (C- or higher) of MATH 351; or consent of instructor

Presents matrices, systems of linear equations, linear programming problems (diet, work scheduling, transportation, assignment and transshipment), the simplex algorithm, and dual linear programming problems. (3 credits) Alternate Spring

MATH 315 – Probability and Statistics

Fulfills a course requirement in the Mathematics Core Concentration

Prerequisite: Successful completion (C- or higher) of MATH 351; or consent of instructor

Emphasizes probability, probability density functions, distributions, statistical inferences and estimation, correlation, and regression. (3 credits) Fall, Spring

MATH 317 – Differential Equations

Fulfills a course requirement in the Mathematics Core Concentration

Prerequisite: Successful completion (C- or higher) of MATH 214; or consent of instructor

Studies methods of solution of ordinary differential equations with applications in science and engineering. Extensive use is made of the method of Laplace transforms. (3 credits) Fall, Spring

MATH 330 – Engineering Mathematics

Fulfills a course requirement in the Mathematics Core Concentration

Prerequisites: Successful completion (C- or higher) of MATH 317; or consent of instructor

This is a course in mathematical methods for students majoring in engineering. Topics to be discussed include: vector calculus, the theorems of Green, Gauss and Stokes, power series, Fourier series and orthogonal polynomials. (3 credits) Fall

MATH 331 – Linear Algebra

Fulfills a course requirement in the Mathematics Core Concentration

Prerequisite: Successful completion (C- or higher) of MATH 213; or consent of instructor

Presents matrices, determinants, vector spaces, linear transformations, eigenvectors and eigenvalues, diagonalization, solution of systems of linear equations by the Gauss-Jordan method, and applications. Completion of MATH 231 – Introduction to Mathematical Reasoning is recommended. (3 credits) Spring

MATH 335 – Topics for Secondary Mathematics Education

Fulfills a course requirement in the Mathematics Core Concentration

Prerequisites: Successful completion (C- or higher) of MATH 214 and 231; or consent of instructor

Focuses on two areas of mathematics required for secondary mathematics education: number theory and geometry. Number theory topics to include: divisibility, primes, congruencies, perfect numbers and the Fibonacci numbers. Geometry topics to include a review of Euclidean geometry, transformation geometry, and an introduction to several non-Euclidean topics: neutral geometry, Bolyai-Lobachevskian geometry, and Riemannian geometry. (3 credits) Alternate Fall

MATH 340 – The History of Mathematics

Fulfills a course requirement in the Mathematics Core Concentration

Prerequisites: Successful completion (C- or higher) of MATH 214 and 231; or consent of instructor

An introduction to the history of mathematics, focusing on the origins and development of algebra, geometry, trigonometry, and/or calculus. Includes the study of mathematical problems associated with the historical topics. (3 credits) Alternate Fall

MATH 342 – Numerical Analysis

Fulfills a course requirement in the Mathematics Core Concentration

Prerequisites: Successful completion (C- or higher) of MATH 214 and either CS 111 or MATH 317; or consent of instructor

Emphasizes iterative solution of linear and non-linear equations, numerical solution of linear systems, interpolation polynomials, curve-fitting, numerical differentiation, numerical integration, numerical solution of ordinary differential equations, and consideration of error estimations. (3 credits) Alternate Spring

MATH 351 – Calculus of Several Variables

Fulfills a course requirement in the Mathematics Core Concentration

Prerequisite: Successful completion (C- or higher) of MATH 214; or consent of instructor

Introduces functions of several variables including partial differentiation; multiple integrals, line and surface integrals, and the theorems of Green, Gauss, and Stokes. (4 credits) Alternate Fall

MATH 370 – Advanced Calculus for the Physical Sciences

Fulfills a course requirement in the Mathematics Core Concentration

Prerequisite: Successful completion (C- or higher) of MATH 214; or consent of instructor

Designed to develop a basic competence/maturity in each of many areas of mathematics needed in junior and senior level courses in mathematics, biology, chemistry and engineering. The focal objective of the course is to train the students to formulate physical phenomena in mathematical language. Topics include complex variables, matrix algebra, Fourier series, and partial differential equations. (3 credits) Alternate Spring

MATH 371 – Real Analysis

Fulfills a course requirement in the Mathematics Core Concentration

Prerequisites: Successful completion (C- or higher) of MATH 231 and 351; or consent of instructor

In the 19th century, mathematicians from Cauchy to Cantor created a foundation for calculus which was as rigorous as the foundations of the other branches of mathematics. Topics include: definitions of convergence, continuity, differentiability, and integrability; the Intermediate,

Maximum-Minimum, and Mean Value Theorems; Taylor's Theorem and power series; uniform and pointwise convergence. (3 credits) *Alternate Spring*

MATH 381 – Complex Analysis

Fulfills a course requirement in the Mathematics Core Concentration

Prerequisites: Successful completion (C- or higher) of MATH 351; or consent of instructor

Emphasizes functions of one complex variable including the Cauchy-Riemann equations, contour integration, Cauchy integral formulas, the Residue Theorem, series representation, and mapping theorems. (3 credits) *Alternate Spring*

MATH 390 – Abstract Algebra

Fulfills a course requirement in the Mathematics Core Concentration

Prerequisite: Successful completion (C- or higher) of MATH 231; or consent of instructor

Focuses on groups, rings, and their homomorphisms. Topics include subgroups and quotient groups, group actions, ideals, quotient rings, Euclidean and principal ideal domains, and factorization. (3 credits) *Alternate Fall*

MATH 421 – Problem Seminar

Fulfills a course requirement in the Mathematics Core Concentration

Prerequisites: Successful completion (C- or higher) of MATH 331, 351, and 390; or consent of instructor

Designed to enhance students' mathematical maturity as they work to solve specifically chosen mathematical problems. (3 credits) *Alternate Spring*

MATH 431 – Special Topics

Fulfills a course requirement in the Mathematics Core Concentration

Prerequisites: Successful completion (C- or higher) of MATH 231, 351, and 390; or consent of instructor

A variable content course, offered periodically when there is sufficient interest among students for in-depth coverage of a topic which is not included among the standard mathematics offerings. Possible topics include topology, number theory, or geometry. (3 credits) *Special Offering*

MATH 450 – Research in the Mathematical Sciences

Prerequisite: Prior departmental approval of a research proposal, 3.3 GPA or permission of the department, and MATH 450

This course serves as a capstone experience for outstanding students in the major. Working closely with a full time faculty mentor, students engage in research on a topic of choice. The culmination of the course is a formal written thesis and a public oral presentation (1-3 credits) *Fall, Spring*

MATH 451 – Senior Thesis

Prerequisite: Prior departmental approval of a research proposal, 3.3 GPA or permission of the department, and MATH 450

Students actively participate in mathematical investigation and exposition, working in conjunction with a math faculty member on research questions. Review of relevant literature and research methods will be incorporated. Students are required to present their findings both in writing (consistent with the standards of the discipline) and in public presentations. Topics vary by instructor. (3 credits) *Fall, Spring*

MILITARY SCIENCE

MS 101 – Introduction to ROTC and the U.S. Army I

Introductory course to the Army Reserve Officer Training Corps. Organization and mission of the U.S. Army, leadership principles, and general military skills. (1 credit) *Fall*

MS 102 – Introduction to ROTC and the U.S. Army II

Prerequisite: MS 101

Introductory course to the Army Reserve Officer Training Corps and the U.S. Army. Leadership and general military skills. Expands upon skills acquired in MS 101. (1 credit) *Spring*

MS 201 – Military Skills I

Prerequisite: MS 102

Introduction to basic military skills. Focuses on leadership, tactical skills, and the use of military equipment. Expands upon skills learned in MS 102. (3 credits) *Fall*

MS 202 – Military Skills II

Prerequisite: MS 201

Introduction to basic military skills. Focuses on leadership, tactical skills, and the use of military equipment. Expands upon skills learned in MS 201. (3 credits) *Spring*

MS 301 – Small Unit Leadership and Operations I

Prerequisite: MS 202

Advanced course: Application of Army leadership, planning, small unit tactics, advanced map reading and land navigation, and physical fitness. The purpose of this course is to prepare contracted cadets for the Army's National Advanced Leadership Camp and commissioning as U.S. Army Officers. Expands upon skills learned in MS 202. (3 credits) *Fall*

MS 302 – Small Unit Leadership and Operations II

Prerequisite: MS 301

Advanced course: Application of Army leadership, planning, small unit tactics, advanced map reading and land navigation, and physical fitness. The purpose of this course is to prepare contracted cadets for the Army's National Advanced Leadership Camp and commissioning as U.S. Army Officers. Expands upon skills learned in MS 301. (3 credits) *Spring*

MS 401 – Introduction to ROTC and the U.S. Army II

Prerequisite: MS 302

Advanced course: Military law, the profession of arms, obligations and responsibilities of an Army Officer, staff procedures, administration, training and logistics management, national defense structure, and current defense trends related to world events. The course is designed to prepare contracted cadets for commissioning as U.S. Army Officers. Expands upon skills learned in MS 302. (3 credits) *Fall*

MS 402 – Advanced Leadership and Management II

Prerequisite: MS 401

Advanced course: Military law, the profession of arms, obligations and responsibilities of an Army Officer, staff procedures, administration, training and logistics management, national defense structure, and current defense trends related to world events. The course is designed to prepare contracted cadets for commissioning as U.S. Army Officers. Expands upon skills learned in MS 401. (3 credits) *Spring*

MUSIC

MUSIC 121 – Evolution of Jazz

Fulfills the requirement of a 5th course for both the Music Concentration and the Music Minor.

Note: It does not count for the Music Major.

This Course offers a study of stylistic trends in Jazz from West Africa through the swing era to the contemporary styles. (3 credits) *Fall, Spring*

MUSIC 130 – Applied Lessons – Non-Majors

(instrument or voice will be indicated in course schedule)

Weekly private voice or instrumental lesson instruction (50 minutes) may be repeated. Lab fee required. (1 credit Pass/Fail) Fall, Spring

MUSIC 131 – Piano Lessons – Non Majors

Weekly private piano lesson instruction (50 minutes) may be repeated. Lab fee required. (1 credit Pass/Fail) Fall, Spring

MUSIC 132 – Guitar Lessons – Non Majors

Weekly private guitar lesson instruction (50 minutes) may be repeated. Lab fee required. (1 credit Pass/Fail) Fall, Spring

MUSIC 133 – Voice Lessons – Non Majors

Weekly private voice lesson instruction (50 minutes) may be repeated. Lab fee required. (1 credit Pass/Fail) Fall, Spring

MUSIC 139 – Other Instrument Lessons – Non Majors

Weekly private lesson instruction in a variety of the other instruments (50 minutes) may be repeated. Lab fee required. (1 credit Pass/Fail) Fall, Spring

MUSIC 141 – Chorus

Performing ensemble designed to develop choral singing skills and to perform literature from the Renaissance to the 20th Century. The Chorus is open, without auditions, to the entire University community and to have the community at large. Chorus is also listed as an evening course. Students may register and receive 1 credit per semester: may be repeated. (1 credit) Fall, Spring

MUSIC 151 – Instrumental Ensemble

Instrumental performing ensemble designed to develop musical skills and appreciation, and to perform music a variety of styles. The Band is open to all students, the University community, and the community at large who have had experience playing an instrument and would like to explore our rich musical culture. Admission into the ensemble is by audition. *Students registered and accepted into the Band receive 1 credit per semester: may be repeated (1 credit) Fall, Spring*

MUSIC 161 – The Art of Rock and Roll

*Fulfills a requirement for the Music Minor and Core Concentration.
This course does not count for the Music Major.*

This course explores the history, music, and cultural impact of rock and roll from the 1940s to the present. It involves the student in critical listening and analysis of the fundamental elements of music and technology used in the changing styles of rock and roll. (3 credits) Fall, Spring

MUSIC 170 – Basic Musicianship

*Fulfills a requirement for the Music Minor and Core Concentration
Note: This course is also a Prerequisite for the Music Major.*
This course explores the study of notation, intervals, scales, rhythmic skills, ear training, and other fundamentals of music theory. (3 credits) Fall

MUSIC 171 – Basic Musicianship for Elementary Education and Lab

*This course is restricted to Elementary Education majors only
It does not fulfill the requirements for the Music Major, Minor and Core Concentration*
This course explores the study of notation, intervals, scales, rhythmic skills and ear training. Additional activities are directed toward incorporating music into the elementary classroom. (3 credits) Fall, Spring

MUSIC 211 – Evolution of Musical Style

Fulfills a requirement for the Music Major, Minor and Core Concentration.

This course will examine the evolution of Western fine art music from the middle Ages to the present day. Major historical style periods will be discussed with an emphasis on changes in form, instrumentation, and performance style. (3 credits) Spring

MUSIC 212 – Great Personalities in Music

Fulfills a requirement for the Music Major, Minor and Core Concentration

The course examines the human experience and creative process in music through an historical examination of the lives and work of some of the great composers of Western culture. (3 credits) Spring

MUSIC 230 – Applied Lessons – Majors

(instrument or voice will be indicated in course schedule)

Weekly private voice or instrumental lesson instruction (50 minutes). Students perform for a faculty jury at the end of each semester: may be repeated. Lab fee required. (1 credit) Fall, Spring

MUSIC 231 – Piano Lessons – Majors

Weekly piano instruction (50 minutes) Students perform for a faculty jury at the end of each semester: may be repeated. Lab fee required. (1 credit) Fall, Spring

MUSIC 232 – Guitar Lessons – Majors

Weekly guitar instruction (50 minutes). Students perform for a faculty jury at the end of each semester: may be repeated. Lab fee required (1 credit) Fall, Spring

MUSIC 233 – Voice Lessons – Majors

Weekly voice instruction (50 minutes) Students perform for a faculty jury at the end of each semester: may be repeated. Lab fee required. (1 credit) Fall, Spring

MUSIC 239 – Other Instrument Lessons – Majors

Weekly private instruction in a variety of other instruments (50 minutes). Students perform for a faculty jury at the end of each semester: may be repeated. Lab fee required (1 credit) Fall, Spring

MUSIC 270 – Music Theory and Composition I

Prerequisites: Music 170, test out, or consent of instructor

Focuses on the study of the melodic composition and harmonic compositional techniques in two parts (counterpoint). Also included are skill elements in rhythm, ear training and keyboard. (3 credits) Fall

MUSIC 299 – Special Topics in Music

This course is a variable topics course indicated by the current course schedule. Typical areas of study might be (but not limited to) selected periods of music within the Western Classical tradition, or some other areas of music related study. By its very nature, this course will be more focused than other 200 level courses. (3 credits) Fall, Spring

MUSIC 310 – World Culture Through Music/North America

Study of the development of significant styles of music from colonial times to the present. Focuses on the assimilation of music from North America's immigrant populations and its evolution into identifiably American styles of music: spirituals, gospel, ragtime, Dixieland jazz, musicals, country music, blues, rock, and classical. Examines the questions of how and why American musical styles developed and what elements constitute American style through historical research and class discussion. *Alternate Fall (3 credits)*

MUSIC 311 – World Culture Through Music/Latin America

This course explores the music of Latin America, focusing on Brazil, Mexico and Argentina, and including an overview of the music of indigenous peoples, particularly the Indian music of Peru. Popular music and classical music of the countries will be included, as well as the reciprocal influences between North and South American music. (3 credits) *Alternate Spring*

MUSIC 312 – World Culture Through Music/China & Japan

Explores the history and cultures of China & Japan with a primary focus on the place of music in society. Areas of focus will include art music as well as the function of music within various religious traditions. Activities will include a great deal of listening as well as elements of research. (3 credits) *Alternate Fall*

MUSIC 313 – World Culture Through Music/India & Middle East

Explores the history and cultures of India and the Middle East with a primary focus on the place of music in society. Areas of focus will include art music as well as the function of music within various religious traditions. Activities will include a great deal of listening as well as elements of research. (3 credits) *Alternate Spring*

MUSIC 314 – World Culture Through Music/Indigenous Peoples

Explores the place of music in various indigenous cultures around the world. These will include selections of African, South American, and Native American peoples. Areas of focus will include social music as well as the function of music within various religious traditions. Activities will include a great deal of listening as well as elements of research. (3 credits) *Alternate Spring*

MUSIC 370 – Music Theory & Composition II

Prerequisite: Music 270

Continues the study of melodic and harmonic 2 part compositional techniques as well as 3 part and song writing techniques. Also included are skill elements in rhythm, ear training and keyboard. (3 credits) *Spring*

MUSIC 430 – Special Topics in Music

Prerequisite: Junior or senior standing

Investigates the various social and cultural forces which have shaped the personalities and the music of some of the important composers of European, American, and non-Western music. Sections focus on one of these three areas; focus is noted in the section listing. (3 credits) *Fall, Spring*

MUSIC 460 – Musical Internship

Prerequisites: successful completion ("C" or higher) of Music 470 & at least 2 of the World Culture courses (Music. 310, 311, 312 313)

In the second semester of the senior year, each student will complete Music 460 or Music 480. Music 460 consists of an internship with some outside organization, most typically a recording studio. This internship is designed to give practical hands-on experience in some area of the music business or other professional area in music. All internships must be approved, and an advisor selected by the end of the Junior year. (3 credits) *Spring*

MUSIC 470 – Music Theory & Composition III

Prerequisite: Music 370

Continues the study of contrapuntal techniques as well exploring a variety of other compositional formats. Also included are skill elements in rhythm and ear training. (3 credits) *Fall*

MUSIC 480 – Written Thesis, Composition or Recital

Prerequisites: successful completion ("C" or higher) of Music 470 & at least 2 of the World Culture courses (Music 310, 311, 312, 313)

In the second semester of the senior year, each student will complete Music 460 or Music 480. Music 480 is a substantial final project which might consist of a thesis, a music composition (at least 5 min. in length), or a ½ Recital (approximately 30 minutes in length) or Music 460. Throughout this process, tutorials are scheduled regularly. All final projects must be approved, and an advisor selected by the end of the Junior year. (3 credits) *Spring*

NETWORKING AND SECURITY**SEC 100/CIS 100 – Introduction to Personal Computer Hardware**

Cross-Listed as CIS 100

This course introduces the fundamentals of personal computer (PC) hardware. This hands-on course is taught in a laboratory and exposes the student to technology from a practical perspective. In the course, students will build a personal computer, install networking and operating systems components, learn basic networking, and testing methodologies. In addition, students will install two different operating systems in their computer and learn to use various testing and applications software. (3 credits) *Fall*

SEC 200 – Introduction to Computer Security Techniques

Prerequisites: SEC 100 or permission of instructor

This course is an introduction to techniques used in business for managing the security component of information technology. Focus is on the development and maintenance of cyber-security, information assurance, and the security organization. Students will study both strategic and tactical approaches to security development and analysis. The course includes laboratory exercises in penetration testing, network analysis, and other hands-on security techniques. (3 credits) *Fall*

SEC 210 – Linux Shell Scripting

Prerequisites: COMSC 110

This course introduces students to scripting as a programming tool. Scripting is commonly used as a mechanism for network administration in many different environments and basic skills in this area will strengthen the student's knowledge of both operating systems and command line interfaces. Scripting in bash, ksh, csh are components as well as an introduction to basic database tools in mysql. (3 credits) *Spring*

SEC 220 – Database Design and Implementation

The course focuses on the design and implementation of relational database systems. It introduces fundamental principles of databases; the relational model (entities and attributes, tables and relationships), conceptual design (primary and foreign keys), data organization strategies (normalization and integrity constraints) and query. Activities focus on building databases, the design process, tools for presenting and critiquing design models and integration with the web. (3 credits) *Spring*

SEC 230 – Networking and Telecommunications

Cross Listed as CIS 375 and ENGR 455

Prerequisite: SEC 100, COMSC 110 or permission of instructor

Introduction to basic data communications concepts and their application to local area networks through lectures, discussions of case studies, and hands-on projects. The class focuses on the TCP/IP model of networking and the various details involved in packet based networks and the exchange of electronic information over a variety of media. (3 credits) *Fall*

SEC 231 – Advanced Networking*Cross Listed as CIS 380 and ENGR 465**Prerequisites: SEC 230 or permission of instructor*

This is a course in applied networking which focuses on the development of networking solutions in organizations. This course uses hands-on routing, switching and cabling to develop skills in connectivity, firewalling, and server administration in the DMZ. Additional material focuses on the development of various routing technologies and protocols as well as inter and intra network communications. (3 credits) Spring

SEC 300 – Security Techniques II*Prerequisite: SEC 200 or permission of the instructor*

This course focuses on the ISACA COBIT methodology used in the exams like CISA and develops the idea of audit and assurance for technology professionals who may be required to oversee, develop, or conduct such audits in compliance with Federal or other legislation which may impact their organization. (3 credits)

SEC 320 – Digital Forensics I*Prerequisite: SEC 200 or permission of instructor*

This course introduces students to techniques used in law enforcement and corporate litigation to recover and examine electronic media in a forensically sound fashion. The course includes the use of commercial forensics packages and the development of full analysis of media for presentation to corporate security officers, law enforcement, or the legal system. Students will learn to examine hardware, maintain chain of custody, create forensic images, analysis forensic images, and develop analytical reports for presentation. The course is typically offered online but has hands on lab components. (3 credits) Fall

SEC 330 – Penetration Testing I*Prerequisite: SEC 200 or permission of instructor*

A technical, hands-on course focused on hacking and counter-hacking methods. The course revolves around tools using in exploiting weaknesses in a typical network environment (pen tests) and the defense and correction of these weaknesses. Topics include physical security, social engineering, reconnaissance, scanning, exploits, web server hacking, server hardening, securing networks, and vulnerability testing. (3 credits) Spring

SEC 340 – Codes, Codemakers and Codebreakers – A Beginning Class for Cryptography*Prerequisites: SEC 200 or permission of instructor*

This course is a historical introduction to the evolution of cryptography intended for a general audience. Introduction to technical terms and foundations of cryptography is accompanied by storytelling from the cipher of Mary Queen of Scots, to Vigenere cipher, then to cracking the enigma of WWI, then to Lorenz cipher and Colossus during WWII, till the potential Quantum cryptography. We follow the development of codes and code-breaking from military espionage in ancient Greece to deciphering hieroglyphics via the Rosetta stone to modern computer ciphers. Frequency analysis, one-time-pad security, and public key cryptography will be introduced in this course. (3 credits) Spring

SEC 350 – Law for Networking and Security Professionals*Prerequisites: SEC 200 or permission of instructor*

This course specifically focuses on rights, ethics, and policy in accordance with both US and International law in terms of networking and security technology. Discussions include areas of law which may specifically apply to technology professionals (e.g. Sarbanes-Oxley) as well as general ideas which should be inherent in technology professionals. (3 credits) Fall

SEC 400 – Advanced OS and Hardware*Prerequisite: SEC 100 or permission of instructor*

This course focuses on both configuration and management of networked platforms from a troubleshooting perspective. Students are expected to install and manage a variety of operating systems to simulate a working network in a production environment. The course was designed with security and forensics professionals in mind. This course is typically offered online. (3 credits) Fall

SEC 405 – Firewalling and Defense*Prerequisite: SEC 330 and SEC 340 or permission of instructor*

This course is hands on in the laboratory and focuses on the development of successful firewall strategies for both border and internal usage. The course uses Cisco IOS, Linux Based IPTables and Shorewall, as platforms for development of firewall rule sets. Students will utilize skills from SEC 330, SEC 210, etc. to model, develop, and test these strategies in the lab.

SEC 420 – Digital Forensics II*Prerequisite: SEC 320 or permission of instructor; SEC 400 (may be taken simultaneously)*

This course focuses on complete understanding of the operating systems approach to file storage and management for digital forensics recovery. The course solves casework using low level recovery and manual recovery of deleted files and continues to concentrate on the presentation of cases in both written and verbal formats. Students will complete typical forensics casework. The course is typically offered online. Spring

SEC 421 – Digital Forensics III*Prerequisite: SEC 420 or permission of instructor*

This focuses on the understanding of the cell phones, cameras, and other hand held devices which are commonly found in forensics casework but require special handling due to their proprietary nature. The course includes work on actual cell phones and PDA as well as special handling techniques necessary to preserve evidence in these cases. Specific topics may vary as technology changes. The course is typically offered online. (3 credits) Summer

SEC 430 – Special Topics: Networking and Security

Study of special topics in networking and security. Topics determined by student needs and availability of appropriate instruction. (3 credits) Special Offering

SEC 432 – Network Analysis*Prerequisite: SEC 231 or permission of instructor*

This course is hands-on in the laboratory and focuses on the development of telecommunications networks in a conceptual sense. The course primarily focuses on the development of tools, presentation, budget, and other testing methodology to adequately plan and design both simple and complex networks in the production environment. Includes testing of basic designs and simulation. (3 credits)

SEC 440 – Cryptography*Prerequisite: SEC 340 or permission of instructor*

A continuation of netsec340, this course introduces classical and modern cryptography principles, practices, and its application to network security based on the appreciation of historical cryptography. Topics include symmetrical/ asymmetrical cryptography (such as DES and AES), message authentication and digital signatures (RSA). (3 credits)

SEC 450 – Law for Forensics Professionals*Prerequisite: SEC 350 or permission of instructor*

This course specifically focuses on rights, ethics, and policy in accordance with both US and International law in terms of the practice of digital forensics. Discussions include areas of law which may specifically apply to forensics professionals (e.g. 4th Amendment), ethics, and other

areas which typically emerge having an impact on a digital case. This course is typically offered online. (3 credits) Spring

SEC 451 – Intelligence in War, Business, and Law Enforcement

Prerequisite: Permission of instructor

This course familiarizes students with the basics of intelligence as a tool of decision making in three disciplines: national security, business, and law enforcement. Students will learn common intelligence principles and practices for each discipline, as well as departures from those commonalities and expected outcomes from the use of intelligence. Although this is a survey course, students will be given exposure to practical issues of intelligence where they will learn to judge the effectiveness of practice and development of intelligence. (3 credits) Fall

SEC 452 – Cyberwarfare

Prerequisite: Permission of Instructor

This course investigates the use of cyber warfare as a tool of national policy and national defense using recent events real world conflicts in a case study format. It is meant to place the acts of cyber attack and defense (denial of service, firewalls, etc.) in the context of an overall campaign of such actions used to defend or advance national or global political goals. Key features of this course will be learning to dissect choices of targets, plans of attack and defense, indication and warning, and lessons learned. This course is suggested as an elective for students in Penetration Testing and Networking. (3 credits) Spring

SEC 469 – Internship

Students in Forensics, Networking & Security and Security Assurance Studies majors are required to complete a 3 credit internship in their area of study. Students should register for SEC 469 once they have arranged their internship with the employer. This course requires approval of the internship coordinator. Grading is Pass/Fail. (3 credits)

SEC 499 – Senior Colloquium

Review of current trends and projections in various focus areas of security, including the role of professionals in education, training, and risk policy analysis. (3 credits)

PARALEGAL STUDIES

PLS 100 – Introduction to Law and Legal Studies

Introduction to the law and the American legal system. Includes an introduction to legal research, legal writing and analysis, communication skills, law office administration, and legal and professional ethics. Basic concepts of substantive and procedural law, legal terminology, the functions of the courts and the role of attorneys, paralegals and other legal professional, will be stressed. (3 credits) Fall

PLS 101 – Criminal Law for the Paralegal

(Students majoring in Criminal Justice are not permitted to register for this course.)

Analysis of substantive criminal law, federal and state, with emphasis on background of the common law. Includes discussion of general principles of criminal law such as the extent to which the law attributes criminality to acts or omissions; criminal intent; conspiracy; infancy; insanity; drunkenness; special defenses; entrapment, mistake, and ignorance; and specific offenses such as offenses against the person, habitation, property, public peace, and morality. (3 credits) Spring (Offered for School of Continuing Studies students only.)

PLS 110 – Emerging Technologies in the Legal Environment

Hands-on experience using standard computer software packages to perform operations, including form letters and legal documents; and spreadsheet applications that will encompass accounting principles as experienced in the legal environment. Stresses the importance of timekeeping,

billing, and docket control. Use of the Internet and computer software packages to perform litigation support, investigations, and legal research. (3 credits) Fall, Spring

PLS 120 – Law in Contemporary Society

Emphasizes comprehensive understanding of the role of law in today's world, including an overview of American legal institutions, federal, state, and local; the fundamental distinctions between civil and criminal law, common law and statutory law, substantive and procedural law, trial and appellate courts; quasi-judicial agencies and administrative law, current sources of law, and the U.S. Constitution. (3 credits) Fall, Spring

PLS 200 – Environmental Law

Analysis and overview of the major federal laws pertaining to environmental protection. Stress full understanding of the reasons and the substance of the Federal Water Pollution Control Act of 1972, the Federal Clean Air Act, and the National Environmental Policy Act. Also provides an opportunity for analysis of the functions of the Environmental Protection Agency. (3 credits) Alternate Spring

PLS 210 – Legal Research & Writing

Prerequisites: Successful completion (C- or higher) of Expository Writing

Integrates the "how to" procedural aspects of legal research with the bibliographic knowledge necessary for effective research. Introduction includes: use of all primary legal sources, including cases, constitutions and statutes, and administrative rules and regulations, as well as texts and treatises, encyclopedias, law journals, and other secondary sources; "hands-on" use of electronic means of research such as CD-ROM and online database searching (Westlaw); analysis of legal problems and formulation of appropriate research procedures to determine the applicable law. The writing component stresses basic written communication skills as applied to common legal documents such as opinion letters and memoranda. (3 credits) Fall

PLS 211 – Legal Research & Writing II

Prerequisite: PLS 210

Builds upon the basic skills taught in Legal Research & Writing I. Involves students in individualized projects requiring research in multiple sources and use of various writing modes. Explores "non-library research" through government agencies, court personnel, and peer networking; specialized research tools available in particular subject areas in which paralegals are frequently involved; research into legislative history; techniques for searching and updating complex government regulations, both federal and state; and introduction into searching foreign law. (3 credits) Spring (Evenings only)

PLS 221 – Law of Contracts

Study of the history and development of the law, including court structure and procedure. Consideration of criminal justice and tort law followed by a thorough study of contract law, including the basic elements of a valid contract, rights of the third parties, and remedies for breach. (3 credits) Fall

PLS 222 – Law of Business Organization

Considers the basic principles of the law of business associations; includes a study of agency, partnerships, and corporations. Discusses government regulation of business, business ethics, and sanctions for violations of the law by businesses. (3 credits) Spring

PLS 235 – Torts

Study of the nature of civil wrongs and of jurisprudential concepts concerning liability. Includes the study of injuries to persons, property, and relationships; intentional wrongs; strict liability; negligence; contributory negligence; and causation, deceit, defamation, malicious prosecution, and the impact of insurance on tort liability. (3 credits) Fall

PLS 236 – Medical and Legal Malpractice

Study of the substantive laws with respect to medical and legal malpractice; the legal basis for same; current trends; insurance coverage; practice and procedure forms; and methods of developing and successfully litigating a medical malpractice case. (3 credits) *Alternate Spring*

PLS 240 – Domestic Relations

Study of family law, including divorce, separation, procedure, child support and custody, property division, legal rights of the parties, paternity, adoption, intra-family crimes, juvenile delinquency. (3 credits) *Alternate Fall*

PLS 250 – Workers' Compensation

Examines the historical development, social theory, and operation of workers' compensation statutes, including compensability of injuries caused by accidents arising out of and in the course of employment, benefits payable, categories of risks, limitation of common-law rights and procedures. (3 credits) *Alternate Fall*

PLS 260 – Bankruptcy Law

In-depth study of federal bankruptcy law, including corporations and individual bankruptcy. Emphasizes recent changes in the Bankruptcy Act and its practical applications. Completion of complicated bankruptcy forms is included. (3 credits) *Alternate Fall*

PLS 310 – Litigation I

Prerequisite: PLS 210

Study of state and federal courts, and the civil litigation process including: preparation of case before trial, interviewing prospective witnesses, interviewing expert witnesses, preparation of pleadings, pretrial discovery, trial proofs, and actual courtroom experience observing trials. (3 credits) *Fall*

PLS 311 – Litigation II

Prerequisite: PLS 310

Building on the principles covered in Litigation I, students develop practical skills in drafting pleadings, discovery, documents, motions, jury instructions, trial notebooks, and post-trial and appeals memoranda. The role of the paralegal in assisting attorneys during settlement, trial or Alternative Dispute Resolution (ADR) methods is stressed. (3 credits) *Spring (Evenings only)*

PLS 320 – Administrative Law

Study of the nature of proceedings and the necessary pleadings involved with cases before administrative agencies on the local, state, and federal level. Discusses the right to appeal to the courts after having exhausted the remedies available through such administrative agencies. (3 credits) *Spring*

PLS 340 – Uniform Commercial Code

Discusses the principles of law involved in secured transactions, commercial paper, and sales. Security interest in real and personal property are studied under secured transactions. (3 credits) *Special Offering*

PLS 345 – Estates and Trusts

Examines laws of descent and distribution; probate administration, proceedings, administration of estates, preparation of petition for probate and other probate matters, estate tax, federal and state, fiduciary's account; and estate planning. (3 credits) *Alternate Spring*

PLS 360 – Real Estate Conveyancing/Title Search

Study of real estate conveyancing, reviewing substantive real property law, deeds, wills, leases, mortgages, and other security interests. Includes actual on-site title searches and abstracts at a

recorder of deeds office, together with the preparation for and conducting of a real estate sale and closing. (3 credits) *Fall*

PLS 370 – Immigration Law for Paralegals

This course is an introduction to the fundamentals of immigration law. This course will teach students the various types of visa, legal permanent residence, and United States citizenship. It will examine the principles and processes associated with immigration applications and procedures including tourist and student visas, family-based residence applications, employment-based residence applications and visas asylum, citizenship and naturalization, and removal or deportation cases in Immigration Court. (3 credits)

PLS 372 – Intellectual Property

This course will cover four fields of intellectual property: trademarks, copyrights, patents and trade secrets. It covers topics such as duration of rights, protection from infringement and new international developments in this field of law. Patent reform, patent trolls, copyright pre-registration and investigations will be covered. (3 credits)

PLS 400 – Legal Ethics

Designed to familiarize students with the various ethical responsibilities in the practice of law. In-depth analysis of the Model Rules of Professional Responsibility and discussion of actual ethical problems. Includes unauthorized practice of law, confidentiality, conflict of interest, advertising, disciplinary process, and malpractice. (1 credit) *(This course, required of all seniors, is offered on two consecutive Saturdays in September for the Fall semester and in January for the Spring semester.) Fall, Spring, Summer*

PLS 401 – Paralegal Studies Internship

(Senior standing and consent of the Director of the Paralegal Studies program)

The internship combines practical experience in a legal environment for students to apply theory and practical skills to legal situations. It is oriented toward the student's career path. This course is open to Paralegal Studies majors. (3 credits) *Spring, Fall, Summer*

PLS 420 – Justice Studies Capstone

Prerequisite: Senior standing or permission of the instructor.

This is a Capstone course for the justice studies major. Students integrate knowledge of theoretical concepts and practical application of research methods, writing for the legal and criminal justice professions, and selected specialty areas in the law and criminal justice through assigned readings, seminar discussion, and the completion of assigned projects. (3 credits) *Fall*

PLS 436 – Construction Law

An introduction to the legal system and the maxims of law as applicable to the management and contractual delivery of a construction project. Topics covered include bidding, delays and acceleration, differing site conditions, contract interpretation, termination of contract, liability and remedies, and dispute resolution mechanisms. (3 credits) *Spring*

PHILOSOPHY**PHIL 100 – Introduction to Philosophy: The Art of Inquiry**

Fulfills a course requirement in the Philosophy Core Concentration

Introduction to philosophy as the activity of critical inquiry and reflection by exploring some of the questions which have shaped human experience. Focuses on philosophers who have examined and challenged our fundamental beliefs about what is real, whether God exists, how one should act, and what we can know about these and other matters. (3 credits) *Fall, Spring*

PHIL 103 – Logic

Fulfills a course requirement in the Philosophy Core Concentration

Logic is the study of the principles of sound reasoning. Introduction to the areas of informal logic, deduction, and induction. Focuses on the application of logical distinctions to rational argument, fallacies, definition, and generally to scientific method. (3 credits) Fall, Spring

PHIL 200 – Ethics

Fulfills a course requirement in the Philosophy Core Concentration

Introduction to moral philosophy-the study of right and wrong and good and evil. Focuses on some representative moral theories which try to answer such basic questions as: What is the difference between right and wrong? Is it merely a matter of opinion or custom, or is there some other, more “objective” basis for this distinction? (3 credits) Spring

PHIL 203 – Symbolic Logic

Prerequisite: PHIL 103 or consent of instructor

Examines the process of deduction from the perspective of modern logic and stresses the value of symbolic logic as a language. Students will work with traditional symbolic notation to develop strategies for proving the validity or invalidity of arguments from simple syllogisms to more complex asylogistic arguments. The course will begin with propositional logic, move to quantification theory, and introduce problematic issues involving relations and identities. (3 credits) Alternate Spring

PHIL 209 – Philosophy of Law

Introduction to classical and contemporary theories of the nature and function of law. Topics include the definition of law, the nature of a legal system, the analysis of basic legal concepts (e.g., right and duty), and the connection between law and morality. (3 credits) Special Offering

PHIL 212 – Eastern Philosophy

Introduction to the predominant philosophical themes in Indian, Chinese, and Japanese thought. Emphasizes religious, metaphysical, ethical, and aesthetic concepts from the world views of Confucianism, Taoism, Hinduism, and Buddhism. (3 credits) Special Offering

PHIL 251 – Ancient Philosophy

Fulfills a course requirement in the Philosophy Core Concentration

Prerequisite: PHIL 100, 103, or 200

Surveys the history of Greek philosophy from the pre-Socratics to Plato and Aristotle. Also examines the philosophers who developed the principles of critical thinking and established the disciplines of logic, metaphysics, theory of knowledge, ethics, and aesthetics. (3 credits) Alternate Fall

PHIL 252 – Medieval Philosophy

Prerequisite: PHIL 100, 103, or 200

Covers the development of Western philosophy from the 3rd century A.D. to the rise of the modern world. Central historical problems are: the relation of philosophy to religion, reason to faith; the nature of universals; and the developments leading to the Copernican revolution. (3 credits) Special Offering

PHIL 253 – Modern Philosophy

Fulfills a course requirement in the Philosophy Core Concentration

Prerequisite: PHIL 100, 103, or 200

Traces the philosophical response to the scientific revolution of the 17th century, from Descartes' search for an adequate foundation for all knowledge to Kant's critique of the nature and limits of knowledge. Explores the conflicts between rationalism and empiricism, and idealism and realism, as well as Kant's attempt to synthesize the resulting insights. (3 credits) Alternate Spring

PHIL 254 – Contemporary Philosophy

Prerequisite: PHIL 100, 103, or 200

Explores the ideas and influence of important philosophical figures of the 19th and 20th centuries, including Hegel, Marx, Kierkegaard, Nietzsche, Russell, Moore, Wittgenstein, Heidegger, and Sartre. The philosophical views examined include dialectical materialism, existentialism, logical positivism, and contemporary analytic philosophy. (3 credits) Alternate Spring

PHIL 258 – American Philosophy

Prerequisite: PHIL 100, 103, or 200

Examines fundamental philosophical themes in the intellectual history of the United States, including the ideas and concerns that animated the American Revolution and the formation of the Constitution, American transcendentalism, social Darwinism, and pragmatism. Includes works by Jefferson, Emerson, Thoreau, Pierce, Royce, James, and Dewey. (3 credits) Special Offering

PHIL 310 – Special Studies in Philosophy

Prerequisite: PHIL 251 or above; or consent of instructor

Variable content seminar in which the work of an individual philosopher or a topic of special interest is explored. Topics include existentialism, philosophy of religion, free will, philosophy of mind, and advanced moral philosophy. The course, but not the content, may be repeated for credit. (3 credits) Fall, Spring

PHIL 333 – Theory of Knowledge

Fulfills a course requirement in the Philosophy Core Concentration

Prerequisite: PHIL 251 or above; or consent of instructor

Investigates the nature of knowledge and the difference between knowledge and belief. What can we know and how can we justify our claims to knowledge? (3 credits) Alternate Fall

PHIL 366 – Metaphysics

Fulfills a course requirement in the Philosophy Core Concentration

Prerequisite: PHIL 251 or above; or consent of instructor

Investigates fundamental philosophical concepts which define the nature of reality such as causality, space and time, freedom and determinism, mind and matter. Readings are drawn from widely varying viewpoints. (3 credits) Alternate Spring

PHIL – 399 – Philosophy Symposium

This course does not fulfill a requirement in any major, minor, or core concentration

Prerequisite: Senior standing

The philosophy symposium provides the opportunity for graduating seniors to meet and discuss topics of philosophic interest with fellow philosophy students and the philosophy faculty. Each student will lead the discussion of one topic of his or her choosing and will participate in the discussion by other students. Students will also be responsible for submitting a written critical analysis of one of the symposium topics. (1 credit) Special Offering

PHIL 401 – Moral Reasoning

Prerequisite: Junior or senior standing

Fosters awareness of the moral dimension of life and develops skills and understanding essential for responsible moral action. Stresses clarification, analysis, and evaluation of particular moral beliefs and commitments; tests students' views through group discussion and cross-examination. Examines definitions of morality, and analyzes and evaluates moral arguments. (3 credits) Special Offering

PHIL 480 – Senior Seminar I

Prerequisites: One 300 level philosophy course and senior standing

This is the first semester of Senior Seminar, the philosophy major's capstone course sequence in which students examine in depth an important philosophical topic or writer, exercising skills of analysis and critical evaluation. Topics will be determined by the expertise and interests of the

instructor, in conjunction with the anticipated interests of the students. By the end of the semester students present a written proposal for the thesis required in Senior Seminar II. (3 credits) Fall

PHIL 481 – Senior Seminar II

Prerequisite: Successful completion (C- or higher) of PHIL 480

In the second semester of Senior Seminar each student writes a substantial essay of exposition and analysis on some facet of the topic explored in Senior Seminar I. Each student meets regularly with the instructor for thesis tutorials. (3 credits) Spring

PHYSICS

PHYS 109 – Physics I – Algebra based and Lab

Note: PHYS 109 lab is co-listed with PHYS 201 lab

Prerequisite: MATH 136 or higher

An introduction to physics without calculus. Vectors, equilibrium of particles, rectilinear motion, Newton's second law, motion in a plane, work and energy, impulse and momentum, torque, rotational motion, elasticity, periodic motion. (4 credits) Fall

PHYS 110 – Physics II – Algebra-Based and Lab

Note: PHYS 110 lab is co-listed with PHYS 202 lab

Prerequisite: PHYS 109

Fluids, heat and thermodynamics, simple harmonic motion, vibrations and waves, electricity and magnetism, optics. (4 credits) Spring

PHYS 201 – Physics I with Calculus and Lab

Pre- or Co-requisite: MATH 213

PHYS 201 and 202 may be used to fulfill the Core Curriculum requirement in laboratory science. Introduction to physics using calculus. Covers vectors, Newton's laws of motion, work and energy, impulse and momentum, torque, rotational motion, elasticity, periodic motion, and gravitation. (4 credits) Fall, Spring

PHYS 202 – Physics II with Calculus and Lab

Prerequisite: PHYS 201; Pre- or Co-requisite: MATH 214

PHYS 201 and 202 may be used to fulfill the Core Curriculum requirement in laboratory science. Covers fluids, heat and thermodynamics, vibrations and waves, electricity and magnetism, optics, the atomic nucleus and radioactivity. (4 credits) Fall, Spring

PHYS 220 – Introduction to Modern Physics

Prerequisites: MATH 213 and 214, PHYS 202

Major topics in 20th century physics including special relativity, kinetic theory, wave-particle duality, elementary quantum theory atomic and molecular structure, properties of solids, nuclear physics, and elementary particles. (3 credits) Special Offering

PHYS 240 – Introductory Astronomy

Intended for both the science major and anyone interested in learning more about the nature of the physical universe. Topics include the earth, moon, planets, sun, comets, multiple star systems, galaxies, nebulae, and cosmology. Observation and photography of selected celestial phenomena. (3 credits) Spring

PHYS 330 – Introduction to Physical Oceanography and Lab

Prerequisite: PHYS 201 or consent of instructor

Motion and distribution of variables in the sea. Topics include early explorations, physical properties of sea water, heat balance, variation of salinity and temperature, equations of motion, currents, waves, tides, sound, light and coastal processes. Students will make observations in local marine waters. (4 credits) Fall

PHYS 450 – Research in Physical Sciences

Prerequisite: Open only to qualified students with the consent of a research advisor

Research and directed readings. Project chosen in consultation with the research advisor. May be repeated for credit. (1-3 credits) Offered on demand

POLITICAL SCIENCE

POLSC 100 – American Government and Politics

Fulfills a course requirement in the Political Science Core Concentration

Provides a practical examination of how things get done politically in the United States, including analysis and discussion of American attitudes and institutions. Topics include: the actual making of the U.S. Constitution; the relationship between the national government and the states; civil liberties and civil rights; the role of the President, the Congress and the Supreme Court; elections, interest groups, the media and public opinion; and various contemporary public policy issues. Prerequisite for all advanced courses in the American Politics. (3 credits) Fall, Spring

POLSC 110 – The United States in World Affairs

Fulfills a course requirement in the Political Science Core Concentration

Explores United States involvement in the world since the end of World War II. Focuses on key ideas which have shaped this involvement as well as its forms and consequences. Topics include: The general theory of realism; NATO and the US-Japanese security treaty; the Viet Nam War; the end of the Cold War; recent developments in the Middle East, Europe, Russia, China and Japan; globalization; terrorism; current hot spots around the world and US policy options. Prerequisite for the International Relations major and for several courses in the International Relations/Comparative Politics subfield of Political Science. (3 credits) Fall, Spring

POLSC 120 – Comparative Politics

Fulfills a course requirement in the Political Science Core Concentration

Introduction to the comparative method of studying politics and government outside the United States. Focuses on the democratic political systems of Europe and Japan, but also addresses the rise and decline of the communist political system in Russia, the current efforts at democratic transition in Eastern Europe, and the development of the European Union. Examines the origin and development of formal government institutions, political culture, party systems and electoral behavior, interest group politics, and current issues in comparative perspective. Prerequisite for several courses in the International Relations/Comparative Politics subfield. (3 credits) Fall, Spring

POLSC 200 – The Constitution and American Politics

Prerequisites: POLSC 100 or consent of instructor

Analysis of the nature of civil liberties and civil rights in the United States. Emphasis on judicial interpretation of these areas of constitutional law. (3 credits) Fall

POLSC 202 – Congress and the Legislative Process

Prerequisite: POLSC 100; or consent of instructor

Study of the development, organizational structure, and political and personality dynamics of the U.S. Congress, as well as the legislature's interactions with other actors in the political system. Emphasizes the impact of the legislature on public policy issues. (3 credits) Alternate Fall

POLSC 203 – The American Presidency

Prerequisite: POLSC 100; or consent of instructor

Analysis of the development of the modern presidency, its many roles within the political system, the impact of presidential personalities on the character of the office, and the president's interactions with Congress, the bureaucracy, the public, and foreign leaders. (3 credits) Alternate Spring

POLSC 210 – International Relations*Prerequisite: POLSC 110*

Examines the major explanation of why countries and other international actors behave the way they do. Focuses on the thinking behind different conceptions of realism and neo-realism; neo-liberal idealism and neo-liberal institutionalism; constructivism and its variants; and critical theories. Use of theory to analyze such subjects as: The causes and prevention of war and instability; European unity; the emergence of China; recent developments in the Middle East; the governance of international trade and finance; North-South relations; international efforts to control global warming; human rights and the challenges and opportunities of globalization. Particular attention is also given to differing cultural worldviews and competing conceptions of the national interest in the US and other countries. (3 credits) Fall

POLSC 212 – Model United Nations*Prerequisites: POLSC 110 or consent of instructor*

Analyzes the development, structure, and function of the United Nations in order to prepare students for participation in the annual National Model UN Conferences at various locations.. Students conduct research and prepare position papers on the foreign policy of the nation being represented by Roger Williams University in that year's conference, and on issues currently being addressed in the various committees and specialized agencies of the United Nations. Strongly recommended for all students participating in the Model UN Conference; open to other students who have completed POLSC 110 or have the consent of the instructor. (3 credits) Fall

POLSC 215 – Strategy and National Security Policy*Prerequisites: POLSC 110*

Examines U.S. perceptions of strategic interests during the Cold War and especially today, and the allocation of resources to promote these interests. In-depth assessments of several case studies involving the use of force or the threat of force, as well as non-military challenges to national security and threats such as terrorism. Special attention also to U.S. alliances, Clausewitz, arms control and disarmament, trends in the U.S. defense industry, and the so-called Revolution in Military Affairs. (3 credits) Alternate Spring

POLSC 221 – Comparative Politics in the Third World*Prerequisite: POLSC 120; or consent of instructor*

Examines government and politics in Latin America, Africa, Asia, and the Middle East in historical and comparative perspective. Utilizing case studies from all four geographic areas, the course reviews and evaluates various theories of political and economic development, political cultures, regime types, the role of the military, policy-making, and the potential for democratization. (3 credits) Alternate Fall

POLSC 240 – Research Methods in Political Science

Introduces students to the scope of the field of political science, the basic concepts in the field, the variety of methodologies used to study political phenomena. Emphasizes research design, research methods, and research tools appropriate to the discipline. Must be taken prior to the senior research seminar. (3 credits) Fall

POLSC 260/PA 201 – Public Administration*Cross-Listed as PA 201**Prerequisite: POLSC 100; or consent of instructor*

Introduces the theory, forms, and practice of public administration at the national, subnational, and international levels. Emphasizes administrative theories, concepts of bureaucracy, the environment of public service, and the role of administrators in government. (3 credits)

POLSC 301 – Campaigns and Elections*Prerequisite: POLSC 100 or consent of instructor*

Examines the American political process through the study of elections, campaign strategies and techniques, the role of the media, and the forces that shape voting behavior. Includes practical field work in election campaigns and guest speakers from the world of practical politics. (3 credits) Alternate Fall

POLSC 302 – Political Parties and Interest Groups*Prerequisite: POLSC 100; or consent of instructor*

Analysis of the creation and nature of mass attitudes and their expression through political party activity and interest group membership. Assessment of the roles played by public opinion polls, interest group lobbying and campaign contributions, and party organization in the American political system. (3 credits) Alternate Fall

POLSC 303 – Politics and the Media

Analysis of the effects of mass communication on public opinion, political institutions, elections and the making of public policy. Special emphasis will be placed on how politics influences the process by which information gets transmitted from sources to audiences and on the role of the press in structuring the definition of political and social problems. (3 credits) Alternate Spring

POLSC 304 – Public Opinion*Prerequisite: POLSC 100; or consent of instructor*

An examination of public opinion theory and practice. The course will provide students with a review of the public opinion literature, its uses and abuses. Students will design a public opinion survey questionnaire, conduct an opinion poll, and carry out preliminary analyses. (3 credits) Alternate Years

POLSC 305 – Judicial Process*Prerequisite: POLSC 100; or consent of instructor*

Study of the role of judges and lawyers in the implementation of law and the adjustment of formal rules to the operational needs of court systems. Includes lower court compliance with higher court rulings and the techniques of avoidance, delay, and counter-pressure in the federal judiciary. (3 credits) Spring

POLSC 306 – Political Attitudes and Behavior*Prerequisite: POLSC 100; or consent of instructor*

An examination of the formation of political attitudes and how political attitudes inform political behavior. Specific attention will be on the role of socialization, economics, social groups, gender and race in the formation of attitudes and the multiple expressions of political behavior (voting, group mobilization, and protest. (3 credits) Alternate Years

POLSC 307 – Gender in American Politics*Prerequisite: POLSC 100; or consent of instructor*

Race and gender are two important cleavages in American politics. This course will examine the impact of race and gender on voting behavior, access to leadership opportunities, the exercise of leadership, and the making of public policies. The course includes a survey of the history of the changing status of women and racial minorities in the United States, an analysis of their gradual integration in the American political mainstream, and an assessment of public policies targeted at these groups, in particular affirmative action. (3 credits) Spring

POLSC 308 – Race and Ethnicity in American Politics*Prerequisite: POLSC 100; or consent of instructor*

Race is an important cleavage in American politics. This course will examine the impact of race on voting behavior, access to leadership opportunities, the exercise of leadership, and the making of public policies. The course includes a survey of the history of the changing status of racial minori-

ties in the United States, an analysis of the gradual integration in the American political mainstream, and an assessment of the public policies targeted at these groups (3 credits) Fall, Spring

POLSC 309 – Film and Politics

Prerequisite: POLSC 100; or consent of instructor

An examination of the way politics is portrayed in film. The course focuses on how politics is conveyed through the symbolism, iconography, and cultural references in film. The content of each film will be discussed in terms of its political and historical context. (3 credits) Alternate Years

POLSC 321 – Politics and Ethnic Conflict

Prerequisite: POLSC 120; or consent of instructor

Using case studies from both developed and less developed political systems, this course examines the different ways that political systems attempt to manage conflict in societies divided among ethnic, racial, religious, and linguistic subcultures. The course addresses the global persistence and reemergence of ethnic and national identities, movements for “self-determination,” separatism, regional autonomy, and the rise of religious fundamentalism. The origins and development of communal conflicts in Northern Ireland, Lebanon, India, Malaysia, Nigeria, and South Africa will be studied in historical and comparative perspective. (3 credits) Alternate Spring

POLSC 325 – Modern European Politics

Prerequisites: Either POLSC 120 or POLSC 210; or consent of instructor

Explores government institutions and political culture in Europe since the end of the Second World War. Topics include the postwar rebuilding and strengthening of the rule of law in western Europe; the formation and evolution of the European Union, the end of the Cold War; transitions to democracy in central and eastern Europe; the resilience of nationalism; the resurgence of extremist political parties; and the foreign policy behavior of key states and the European Union. (3 credits) Fall

POLSC 326 – Post-Communist World

Prerequisite: POLSC 110 or consent of instructor

Examines the collapse of the Soviet Union and the prospects for reform in Russia, the Peoples' Republic of China, Poland, Serbia, North Korea, Cuba and other selected states. Emphasis is given to domestic politics and political thinking in each, as well as major economic and social developments. Students will be asked to role-play as citizens of one or more of these countries, analyzing developments. (3 credits) Alternate Fall

POLSC 327 – Politics of the Middle East

Prerequisite: POLSC 120 or POLSC 210

Analyzes the governmental institutions and political culture of the Middle East beginning in the 20th Century including studies of political elites, traditional cultures, modern political ideology and institutions, conflict management, and social reform in selected states of the region. (3 credits) Fall, Spring, Summer

POLSC 330 – Revolution and Social Change

Prerequisite: POLSC 120; or consent of instructor

Examines modern revolutionary movements and regimes in historical and comparative perspective. Utilizing case studies of the French, Russian, Mexican, Chinese, Cuban, Nicaraguan, and Iranian revolutions, the course will review and evaluate various theories of revolution, strategies and tactics of revolutionary change, and the social, economic, and political impact of these movements and regimes on their respective societies. (3 credits) Alternate Fall

POLSC 335 – International Negotiation

Prerequisite: POLSC 110

Examines international negotiating behavior from theoretical, historical and policy oriented perspectives. Identification of a set of principles associated with successful negotiations and

refinement of these principles through application in case studies drawn from contemporary international relations. Special attention given to the negotiations leading up to the Good Friday agreement in Northern Ireland; the Dayton Peace Accords in Bosnia; and Arab-Israeli peace negotiations since the Six Day War. Students are expected to demonstrate mastery of negotiating techniques through role-playing and related assignments. (3 credits) Spring

POLSC 340 – International Political Economy

Prerequisite: POLSC 120; or consent of instructor

Examines the nature of international economic relations in an era of global interdependence. Emphasizes how nation-states and market forces interact in the global economy. Topics include theories of mercantilism, liberalism, and Marxism; roles of international institutions, regional associations and multinational corporations; changing patterns of interaction among the world's most powerful nation-states and developing countries; and prospects for coordination and development of global governing institutions. (3 credits) Spring

POLSC 344 – United States and the Middle East

Prerequisites: POLSC 110 and POLSC 210

Examines the development of United States Middle East policy since the early 1900s including the region's importance in the Cold War; the evolution of regional conflicts in Iran, Iraq, and Israel-Palestine; and issues of resources and economic development in the Middle East. (3 credits) Fall, Spring

POLSC 346 – Foreign Policies of Russia and China

Prerequisite: POLSC 110; or consent of instructor

Study of the ideas and processes underlying the foreign policies of Russia and China. Focuses on their respective power potential; leadership perceptions and character; domestic politics and trends; and the international setting for each country's attempt to exercise power and influence. Through application of these variables, the source seeks to equip students with a general model of foreign policy behavior. Particular attention given to possible sources of conflict and to the elements of a stable 21st Century international system. Requirements include student role-playing as a Russian or Chinese participant in an end-of-the-semester simulation. (3 credits) Alternate Fall

POLSC 348 – Rogue States, Allies, Regional Powers

Prerequisite: POLSC 110

Study of the ideas and processes underlying the foreign policies of selected states not covered in POLSC 325 or POLSC 346. Countries will be selected based on importance to the current international relations and the student interest. Recently selected states have included: Pakistan, India, Iran, Syria, Saudi Arabia, Somalia, Sudan, Rwanda, North Korea, Japan. Particular attention given to possible sources of conflict and to the prospects for harmony between these states, their neighbors and the U.S. (3 credits) Alternate Spring

POLSC 350 – Political Theory

Prerequisites: POLSC 100 or consent of instructor

Study of selections from both classical and contemporary social philosophers who explore such concepts as natural law, rights, justice, the role of government, the role of law, political obligation, and liberty. Required of all majors. (3 credits) Alternate Spring

POLSC 361/PA 361 – State and Local Government

Cross-Listed as PA 305;

Prerequisite: POLSC 100; or consent of instructor

Analysis of state and local governments with emphasis on the distribution of political power and administrative responsibility in selected public programs and areas of public policy. (3 credits) Alternate Spring

POLSC 362 – Urban Politics*Prerequisite: POLSC 100; or consent of instructor*

Study of political structures and processes of major American cities with emphasis on urban social problems, budgetary politics and policies, political culture, and the role of cities in national politics. (3 credits) Alternate Spring

POLSC 380/PA 340 – Public Policy*Cross-Listed as PA 340**Prerequisite: POLSC 100; or consent of instructor*

Systematic analysis of critical domestic issues and areas: poverty, race relations, crime, education, health care, etc. Consideration of the entire public policy cycle: recognition and definition of potential “problems”; formulation and implementation of governmental policy “solutions”; and assessment and evaluation of the impact of policies. (3 credits) Alternate Fall

POLSC 383 – Environmental Politics and Policy*Prerequisite: POLSC 100 or SUST 101 or consent of instructor*

The course will provide students with an in-depth analysis of the actors, processes and outcomes in the area of environmental policy. The institutional arrangements, systemic parameters, technological constraints and conflicting interests that shape environmental policy will be examined. Students will study contemporary policy challenges such as global warming, deforestation, water shortages, chemical contamination and agricultural practices. (3 credits) Alternate Fall

POLSC 386 – International Law and Organization*Prerequisite: POLSC 110; or consent of instructor*

Study of the international rules and principles binding on states and non-state actors such as multinational corporations, businessmen and investors, diplomats, broadcasters, polluters, international travelers and terrorists. Examines the development and significance of international law, including its evolving role in facilitating diplomacy, the protection of human rights and orderly international relations. Particular attention of human rights and orderly international relations. Particular attention given to the rules, principles and procedures which apply to international trade and finance, the proliferation of weapons of mass destruction, international communications, world health, the environment and other international regimes designed to manage or govern globalization. (3 credits) Spring

POLSC 400 – Washington Internship and Experiential Learning Seminar*Prerequisites: Junior or senior standing; POLSC 100; completion of the interdisciplinary core and writing requirements; approval by the RWU Washington semester advisor.*

Participants in the Roger Williams University Semester in Washington, D.C. program work four days a week for the entire semester as interns at placements arranged after extensive consultations with students by the Institute for Experiential Learning (IEL) in Washington, D.C. Interns perform such work as research, attending meetings, writing reports, preparing briefings, and so on. The seminar, which meets weekly, provides an academic context in which students discuss, reflect upon and analyze their internship experiences, and relate those experiences to their major and other college courses. Interns design a learning plan, do an organizational analysis, write a reflective journal, and compile a “portfolio of learning” that is presented at the end of the term. The journal is reviewed regularly by the IEL instructor. All materials are evaluated at the end of the term by an RWU faculty member. (9 credits) Fall, Spring, Summer

POLSC 401 – Washington Public Policy Seminar*Prerequisites: Junior or senior standing; POLSC 100; completion of the interdisciplinary core and writing requirements; approval by the RWU Washington semester advisor.*

Offered by faculty at the Institute for Experiential Learning (IEL) as part of the Roger Williams University Semester in Washington, D.C. program. Seminar topics vary from semester to semester, and are chosen in consultation with the IEL Academic Advisory Board. Among the topics offered in recent semesters are: Inside Washington: Players, Politics and Policy; International

Relations: Toward the New Millennium; Reel DC-Film as Art; and Washington DC: The Ungovernable City? (3 credits) Fall, Spring, Summer

POLSC 402 – Washington Independent Research Project*Prerequisites: Junior or senior standing; POLSC 100; completion of the interdisciplinary core and writing requirements; approval by the RWU Washington semester advisor.*

This project is undertaken while students are participating in the Roger Williams University Washington semester program. The project is developed before the student leaves the Bristol campus, in consultation with faculty in the department of political science. It is supervised during the student's time in Washington by a member of the IEL faculty. The project, based on the student's internship work, requires academic research of the agency, policy area, or organization for which the student is working while in Washington, D.C. (3 credits) Fall, Spring, Summer

POLSC 428 – Mexican Politics*Prerequisites: POLSC 120 and consent of instructor*

This course combines daily seminars with meetings with political, civic, professional, and community leaders in Cuernavaca, Mexico. Students will examine the unique political system which emerged after the Mexican Revolution of 1910, as well as the political and economic transitions which Mexico is currently experiencing. (3 credits) Winter Intersession Only

POLSC 429 – Cultures in Contact: Mexico Today*Prerequisites: POLSC 120 and consent of instructor*

This course combines daily seminars with visits to various historical and cultural sites in Cuernavaca, Mexico. Students will study the blend of cultures which comprise contemporary Mexican society, with special focus on the relationship between culture and politics. (3 credits) Winter Intersession Only

POLSC 430 – Special Topics*Prerequisite: To be determined by instructor*

In-depth study of some aspect of American, international, or comparative politics. Specific focus varies from semester to semester and may include: politics and film; Rhode Island politics; polling; foreign aid and development; defense expenditures; arms control; crisis management; emerging democracies; etc. May be repeated for credit, but students may study a single topic only once. (3 credits) Special Offering

POLSC 440 – Independent Research Project

Students may choose to work independently with a member of the Political Science faculty on a topic chosen by the student and faculty member. This work may involve directed reading and weekly meetings and/or an intensive, directed research project. (3 credits) Fall, Spring

POLSC 442 – Senior Research Seminar*Prerequisites: POLSC 100, 110, 120, and 240*

Required course for senior political science majors. Students will explore one research topic in depth and produce a research project suitable for presentation at a student research conference and publication in a student-level research journal. Topics will be determined by the expertise of the instructor and the interests of the students. (3 credits) Spring

PORTUGUESE (also see listings under Languages)**POR 101 – Elementary Portuguese I***Fulfills a course requirement in the Modern Language Core Concentration**Prerequisite: Not open to native speakers of the language studied.*

The first of a two-course sequence in the elements of a language and its culture. Proficiency-based instruction in fundamental discursive patterns, vocabulary, and syntax of the language within a

cultural context. Emphasizes listening, speaking, reading and writing. Establishes the foundation for further facility in the language studied. Uses audio and video components. (3 credits) Fall

POR 102 – Elementary Portuguese II

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Elementary Language I course. Not open to native speakers of the language studied.

Continuation of Elementary Language I, emphasizing proficiency-based instruction in authentic cultural contexts. (3 credits) Spring

POR 201 – Intermediate Portuguese I

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Elementary Language II course. Not open to native speakers of the language studied.

The first course of a two-course sequence which extends fundamental skills developed in the elementary courses. Proficiency-based instruction. Emphasis is placed upon skills leading to fluency and integration of language and culture through more extensive reading, writing, and Internet assignments; greater depth and range of linguistic skills through grammar review and conversational practice. (3 credits) Fall

POR 202 – Intermediate Portuguese II

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate Language I course. Not open to native speakers of the language studied.

Continuation of Intermediate Language I. Students are expected to achieve a functional level of fluency. Activities for the course include extensive Internet use for class discussion of world events and extended use of the Modern Language Lab. (3 credits) Spring

POR 210 – Actors, Authors and Audiences

Fulfills a course requirement in the minor of Modern Language

A variable topics course designed to introduce students to the dramatic and cinematic productions of a specific nation, culture or language group. Through close examination of the material proposed for the topic, students gain a deeper appreciation and understanding of how the targeted culture perceives itself and how others perceive it. The topic covered each semester is listed in the Course Bulletin. This course may be repeated for credit, but students must study a different topic each time this course is offered. This course is taught in English. (3 credits) Offered on demand

POR 220 – Perspectives on Culture: The Portuguese

This variable content course is designed to introduce students to the history and culture of a nation. In a survey style course format, students will gain a deeper understanding of the most significant literary, historical, and cultural aspects of the targeted nation and may use this information to assist in language acquisition. This course is taught in English. (3 credits) Fall Spring

POR 310 – Advanced Grammar and Composition

Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration.

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course

Intensive practice and review in advanced grammatical structures, written composition, and the mastery of style. This course forms a basis for advanced competence of grammatical structures in the student's target language and is intended to serve as a foundation for advanced study. (3 credits) Fall

POR 311 – Advanced Conversation

Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course

Advanced Conversation is designed to help students refine conversational skills for group discussion, dialogue, and individual oral presentations on current topics pertaining to everyday life, professions, politics, social/economic conditions, and the arts. (3 credits) Spring

POR 340 – Advanced Literary Topics

Fulfills a course requirement in the Modern Language Major, Minor, and Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course

This variable content course is designed to introduce students to literary masterpieces, trends, and movements of the targeted language by reading and studying the author or genre proposed for the course. All lectures and materials are in the targeted language and students are expected to be proficient speakers and writers of the targeted language. (3 credits) Offered on demand

POR 350 – Advanced Topics

Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration.

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course

Advanced Topics is a variable content course designed to explore areas of language study outside of the scope of literature. Topics include linguistics, European literary criticism, and business. Unless otherwise noted, this course is taught in the target language, and a high level of proficiency is expected. The topic covered each semester is listed in the Course Bulletin. This course may be repeated for credit, but students must study a different topic each time this course is offered (3 credits) Fall, Spring

PSYCHOLOGY

PSYCH 100 – Introduction to Psychology

Fulfills a course requirement in the Psychology Core Concentration

Introduction to the basic conceptual approaches through which psychology derives its intellectual form. Emphasis is placed upon the nature of scientific inquiry and its role in obtaining an understanding of human behavior. Exposure to various psychological theories, including Freudianism, behaviorism, social learning, and humanism. (3 credits) Fall, Spring

PSYCH 201 – Psychology of Learning

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 100

Basic principles of learning are stressed in the analysis of behavior. Focus of attention is on psychology as a science. Behavioral measurement and objectivity in behavioral observation are stressed. (3 credits) Spring

PSYCH 205 – Psychology and Work: An Introduction to Industrial/Organization Psychology

Fulfills a course requirement in the Psychology Core Concentration

Prerequisites: PSYCH 100

Students will learn how psychology is applied in industry and business settings. In particular, we will examine the psychological assessments used in hiring, evaluating and training employees; issues involving harassment at work, organizational attitudes and behavior; and employee satisfaction, stress and well-being; work motivation, and leadership. (3 credits) Fall, Spring

PSYCH 206 – Psychology of Loss

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 100 or consent of instructor

Presents the theory and research related to loss. Readings and discussions focus on death, dying, the grieving process and social support, loss and intimate relationships, and growth through loss. In addition, through the completion of a group presentation and research paper, students examine other types of loss such as loss of memory, loss of friendships, loss of dreams or loss of health. (3 credits) Fall

PSYCH 211 – Child Development

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 100

Human development from the prenatal period through middle childhood with emphasis on the interacting influences of genetic, environmental, and psychosocial factors. Theories of Piaget and others. (3 credits) Fall, Spring

PSYCH 214 – Group Dynamics

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 100

Examines theory and research associated with the utilization of group designs in treatment settings, business organizations, and other large institutions. Surveys a variety of designs through discussion and reading assignments. (3 credits) Fall

PSYCH 215 – Human Sexuality

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 100

Biological and psychological aspects of human sexuality. An examination of the development of male and female gender identity; the nature of sexual relationships; problems and conflicts inherent in the changing sociocultural norms for sex role behavior. (3 credits) Fall

PSYCH 216 – Educational Psychology

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 100

Major contributions from psychology for educational practice, focusing on the learner in the learning situation, and how the learner is changed by changes in the learning situation; growth, development, and teacher-child relationships. (3 credits) Fall, Spring

PSYCH 220 – Psychology of Women

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 100 or consent of instructor

The “feminine experience,” its bio-cultural-historical origins, with examination of data concerning characteristic sensory, motivational, and performance behaviors of the sexes. Existing and alternative sex roles, implications for family structure, child rearing, education, and self-image of both male and female. (3 credits) Spring

PSYCH 230 – Psychology of Men

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 100

Survey perspectives (historical, biological, anthropological, sociological and psychological) used to understand the behavior of men in contemporary Western society. Particular emphasis given to contemporary issues such as feminism, the men's movements, legal/social implications of sexual preference, and the unique problems of men of color. Students conduct naturalistic observations, interviews, phenomenological descriptions and experiments. (3 credits)

PSYCH 240 – Quantitative Analysis

Prerequisite: PSYCH 100, MATH 124 or higher and Sophomore standing

Discussion of inferential and descriptive statistics. Provides some computer experience with statistical packages and a comprehensive study of methodological models, and presentation of outcomes in the professional journals. (3 credits) Fall, Spring

PSYCH 250 – Introduction to Theories of Personality

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 100

An introduction to a variety of personality theories, including those of Freud, Rogers, Ellis, Mischel and Bandura, and Skinner, Gestalt Theory, and other important approaches to the understanding of personality. (3 credits) Spring

PSYCH 255 – Social Psychology

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 100

Examines experimental treatment of the social structure as it affects the individual. Emphasizes cognitive dissonance, attraction, social comparison, attribution theory, cohesion, group process, risk-taking and altruism. Replication of classic social psychological experiments. (3 credits)

Alternate Spring

PSYCH 280 – Introduction to Abnormal Psychology

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 100

Introduction to Abnormal Psychology is a foundation course for Advanced Abnormal Psychology, providing the student with an introductory-level examination of the concept of abnormal behaviors and the methods by which they are classified in psychology and psychiatry. Students will become familiar with the DSM-IV classification system and the relevant criteria for a number of the most salient forms of mental illness. (3 credits) Fall, Spring

PSYCH 295 - Intro to Cross-Cultural Psychology

Prerequisite: PSYCH 100, SOC 100, or ANTH 100

Critical review of cultural differences and similarities across various psychological constructs, such as emotions, cognition, intelligence, mental illness, among others, are explored. (3 credits) Fall

PSYCH 299 – Special Topics in Psychology

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 100

Examines topics from the content areas. Initiated by student demand, interest of instructor, or timeliness of offering. (3 credits) Special Offering

PSYCH 303 – Cognitive Psychology

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 100 and at least Junior standing

Examination of the methods used to study human thought processes, including attention, memory, decision-making, acquisition, retrieval, forgetting and related issues in cognition. Students learn to explore and analyze basic and applied models of cognition. (3 credits) Fall, Spring

PSYCH 305 – Humanistic Psychology

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 100

Study of humanistic thought, past and contemporary. Examines philosophical differences between this perspective and other schools of thought in psychology. Major theoreticians might include Freud, Reich, Fromm, Rogers, Maslow, May, Laing, Grof, and others. (3 credits) Alternate Fall

PSYCH 310 – Applied Social Psychology

Fulfills a course requirement in the Psychology Core Concentration

Prerequisites: PSYCH 100

The application of methods, theories, principles or research findings from the scientific study of interpersonal behavior to the understanding and solution of social problems. Topics covered include: risky health behavior; ageism; stress and social support; children as witnesses; jury bias; family and work interface; and consequences of gender bias. (3 credits) Fall

PSYCH 312 – Psychology of Adolescence

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 100

Adolescence and youth in Western culture is compared with youth of other cultures in terms of identity, alienation, activism, religion, and education. Roles in family, peer groups, and society. (3 credits) Fall, Spring, Summer

PSYCH 313 – Psychology of Infancy

Fulfills a course requirement in the Psychology Core Concentration

Prerequisites: PSYCH 100, 211

Study of theory and research in infant development: prenatal and perinatal influences; sensory and learning capabilities of the neonate; perceptual, cognitive, and social development during the first year; sex differences. Field work at an infant care center. (3 credits) Alternate Fall

PSYCH 314 – Psychology of Adulthood

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 100 or consent of instructor

Considers basic perspectives on adult development. Using the concept of continuing maturation throughout the lifespan, it focuses on the latter portion of human life. Discussions center on changes in intelligence, motivation, learning, and memory which are supposed to accompany aging, as well as the psychology of dying and bereavement, and the psychosocial aspects of growing old. Field work in a retirement center. (3 credits) Fall, Spring

PSYCH 315 – Introduction to Clinical Psychology

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 100, 250, or consent of instructor.

Focuses on the clinical orientation and emphasizes the integration of psychological theory with clinical research. Readings and class discussions center on a broad array of clinical topics designed to provide the student a better understanding of clinical psychology as a profession. (3 credits) Special Offering

PSYCH 318 – Psychological Testing

Fulfills a course requirement in the Psychology Core Concentration

Prerequisites: PSYCH 100, 240, and at least junior standing.

General introduction and orientation to the area of psychometrics and evaluation, with emphasis on understanding of fundamental concepts of test construction and utilization. Laboratory experience requires familiarity with statistical packages such as SPSS which are used to assess reliability of tests. Final project entails reliability analysis of a selected test. (3 credits) Alternate Spring

PSYCH 320 – Forensic Psychology

Fulfills a course requirement in the Psychology Core Concentration

Prerequisites: PSYCH 100

Forensic Psychology focuses on the interface of academic and clinical psychology and the law. Students will acquire knowledge pertaining to the application of psychology to such legal issues as competency to stand trial, competency for execution, child custody determinations, expert testimony, civil and criminal commitment to mental institutions, criminal profiling, predicting

dangerousness, psychological autopsies, Legal Insanity vs. Mental Illness, consultation for jury selection and malingering. (3 credits) Fall, Spring

PSYCH 323 – Psychology of Leadership: Theory & Practice

Prerequisite: PSYCH 100 or consent of instructor

Fulfills a course requirement in the Psychology Core Concentration

This course explores the psychological perspective of leadership and work. Within the course we will examine the major elements of the various leadership theories, how to distinguish between leader traits and behaviors, contingencies affecting leadership processes, team building, interpersonal communication and perception, decision-making, power, creativity, and the role of gender and culture in leadership. (3 credits) Fall

PSYCH 335 – Social and Emotional Development

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 211 or EDU 202 and at least junior standing.

This course is designed to provide a detailed examination of social and emotional development from birth through adolescence. Emphasis will be placed on the methods developmental psychologists use and the major theoretical issues, questions, and implications of both normative development and individual differences in development. Topics include developmental perspectives on emotions, attachment, the family, peer relationships, the self, aggression, altruism and moral development, and gender roles. (3 credits) Alternate Spring

PSYCH 336 – Cognitive Development

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 211 or EDU 202 and at least junior standing.

This course is designed to provide a detailed examination of cognitive development from birth through adolescence. Emphasis will be placed on the methods developmental psychologists use and the major theoretical issues, questions, and implications of both normative development and individual differences in development. Topics will include the major theoretical perspectives on cognitive development (Piaget's theory, Neo-Piagetian theories, and information processing theories) as well as developmental perspectives on memory, social cognition, language, and the relation between cognitive development and the social context. (3 credits) Alternate Spring

PSYCH 338 – Personnel Psychology

Prerequisite: PSYCH 100 and at least junior standing

Fulfills a course requirement in the Psychology Core Concentration

This course is designed for students interested in an in-depth examination of the role of psychology in understanding various aspects of the personnel process. Methods of psychology are applied to issues such as the theoretical perspectives of motivation and fairness, counterproductive work behaviors, honesty testing, job analysis, ethics in personnel procedures, and the context, culture and climate of interpersonal work relationships. (3 credits) Fall

PSYCH 340 – Research Methods

Prerequisites: PSYCH 100, 240, and junior standing

Required of all students majoring in Psychology. Students will be exposed to the wide range of research methods and designs used in Psychology, including observational methods, survey research, as well as correlational and experimental designs. Students will learn to prepare psychological research reports using the style required by the American Psychological Association. (3 credits) Fall, Spring

PSYCH 342 – Legal Psychology

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 100 and at least junior standing.

The application of social science research methods and psychological knowledge to contemporary issues in the criminal justice system. Topics include: eyewitness memory, scientific jury

selection, police identification procedures, jury decision making, credibility of witness testimony, the social scientist as an expert witness, and research methods used by legal psychologists. (3 credits) Fall Spring

PSYCH 353 – Community Psychology

Fulfills a course requirement in the Psychology Core Concentration

Prerequisites: PSYCH 100,

An overview of community psychology as a new development in the delivery of psychological services focusing on the role of the clinical psychologist and paraprofessional in a community setting. Includes a critical analysis of state institutionalization in comparison to more recent developments of community mental health services. (3 credits) Special Offering

PSYCH 356 – Counseling: Theory and Skills

Fulfills a course requirement in the Psychology Core Concentration

Prerequisites: PSYCH 100, 250 or 280 and at least junior standing.

A brief theoretical overview of counseling is discussed in conjunction with the application of practical skill development. Skills included are listening, interviewing, presentation of self, rapport development, and empathy. The laboratory experiences focus on the development and sharpening of the skills requisite for success in graduate studies and enhanced employment opportunities. (3 credits) Alternate Fall

PSYCH 360 – Multicultural Psychology

Prerequisite: PSYCH 100 and junior standing or consent of instructor

Fulfills a course requirement in the Psychology Core Concentration

This course examines multicultural issues within psychology, focusing on racial, cultural, and ethnic characteristics and identities, as well as other domains of difference, such as gender, age, sexual orientation, religion, ability, and their intersections. The course seeks to define multiculturalism and its role within psychological research and theory, exploring such topics as prejudice and stereotyping, communication styles, cultural values and identities, immigration and acculturation, and mental and physical health among diverse cultural groups. (3 credits) Fall, Spring

PSYCH 361 – Physiological Psychology

Fulfills a course requirement in the Psychology Core Concentration

Prerequisites: PSYCH 100, or BIO 103, 104 and at least junior standing.

Examines the biological bases of behavior, thought, and emotion. Focuses on the methods used to determine the correlation between physiological and behavioral variables and on the data obtained by these methods. (3 credits) Spring

PSYCH 362/BIO 362 – Animal Behavior

Cross-listed as BIO 362; Fulfills a course requirement in the Psychology Core Concentration

Prerequisites: PSYCH 100, BIO 103, and BIO 104, or NATSC 103, and at least junior standing, or consent of instructor

Proseminar course. Emphasizes common challenges that various species face. The mechanisms responsible for behavior, including sensory receptors, filters, neurobiology and the endocrine system are discussed. The development of behavior, as well as behavior genetics and evolution are examined. Students then focus on communication and adaptations for survival, and social organization in animal groups. Students present the results of a literature search. (3 credits) Fall, Spring

PSYCH 365 – Sensation and Perception

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 100, 240 and at least junior standing.

Emphasizes the construction of reality from sensations arising from stimulation by changes in environmental energy. Some consideration is given to biofeedback, meditation, yoga, and other factors that modulate perceptual process. (3 credits) Spring

PSYCH 366 – Advanced Psychology

Fulfills a course requirement in the Psychology Core Concentration

Prerequisites: PSYCH 100, 240, and junior or senior standing

Intensive work in psychological fields of study. Emphasizes the historical, conceptual, and theoretical aspects of current issues in the discipline. A broad range of topics prepares students for graduate training or psychology-based careers. (3 credits) Special Offering

PSYCH 367 – Evolutionary Psychology

Fulfills a course requirement in the Psychology Core Concentration

Prerequisites: PSYCH 100 or BIO 103

This course examines the evolutionary development of behavioral, cognitive, and affective tendencies in humans. Special attention will be paid to possible sex differences in behavioral tendencies. Care will be taken to address the controversies involved in the nature/nurture debate. Dichotomization of the genetic factors from experiential factors will be evaluated in terms of what has come to be known as Galton's Error (attempts to explain human traits as either inherited or due to environmental factors). The course represents an attempt to identify the various aspects of "human nature". (3 credits) Alternate Spring

PSYCH 369 – Advanced Legal Psychology

Fulfills a course requirement in the Psychology Core Concentration

Prerequisites: PSYCH 100, 240, 340

Students will learn to delineate and critically think about the interdependence and interrelationships between psychology and the legal system. Students will be responsible for reading and synthesizing the methodologies from empirical studies related to how psychologists interface with the law. A variety of topics will be discussed including psychological testimony, the psychology of the courtroom, and legal rules and regulations governing the practice of psychology. (3 credits) Alternate Fall

PSYCH 371 – History of Modern Psychology

Prerequisites: PSYCH 100,, and at least junior standing

Presents the development of the major schools and systems of psychology from their philosophical antecedents to contemporary forms. (3 credits) Fall, Spring

PSYCH 380 – Psychology of Consciousness

Fulfills a course requirement in the Psychology Core Concentration

Prerequisites: PSYCH 100 and at least junior standing

Examines the various modes of consciousness experienced by humans. Through a variety of readings and exercises, students become better able to articulate their own experience and better able to appreciate that of others. Addresses the following topics: sleep and waking, dreaming, meditation, psychoactive drugs, exercise, intuition, analytical functioning, and others. (3 credits) Alternate Fall

PSYCH 390 – Substance Abuse

Fulfills a course requirement in the Psychology Core Concentration

Prerequisites: PSYCH 340 or consent of instructor

The course provides a comprehensive review of psychoactive substances. Major classes of drugs are covered in class, including their history, modes of intake, effects, and consequences of use. Distinctions are made between substance use, misuse, abuse, and dependence. Types of education, prevention measures, and treatment approaches are also presented. (3 credits) Fall, Spring

PSYCH 395 – Themes in Cultural Psychology

Prerequisite: Pre-requisites: Psych 295 or consent of the instructor

The course examines psychology from a cultural perspective. Students are exposed to psychological theories, research, and therapeutic approaches from various non-European regions of the world. Particular attention is paid to unique cultural influences on development, intelligence,

conceptualization and treatment of mental illness, and other influences, such as religion and political climate. The course will rotate among the following regions: East Asia, North Africa/Middle East, Africa, and Latin America. The course may be repeated but not the topic. (3 credits) Spring

PSYCH 421 – Instruction with Practicum

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: Invitation by instructor; junior or senior standing

Student and instructor determine responsibilities which may include: assisting in preparation of course syllabus, assignments, and tests; leading discussions; delivering lectures; or planning in-class activities. (3 credits) Fall, Spring

PSYCH 425 – Advanced Theories of Personality

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 100, PSYCH 250 and at least junior standing

This course has been designed to provide the student with an in-depth examination of the most relevant and popular theories in the area of personality psychology. Students will examine selected theories through reading the seminal publications, the examination of up-to-date research associated with each theory, and class discussions of assigned readings. The specific content of the course and theories covered will be determined on a semester-by-semester basis. (3 credits) Spring

PSYCH 426 – Seminar in Developmental Psychopathology

Prerequisites: PSYCH 100, PSYCH 211, PSYCH 280, PSYCH 340, and at least junior standing

Developmental psychopathology is a subfield of psychology that integrates principles of clinical and developmental psychology. Developmental psychopathology provides a unique perspective that facilitates the assessment, treatment, and research of traditional clinical problems. This course will examine the origins and course of psychopathology across childhood and adolescence and will focus on several of the most common clinical problems in children (i.e., depression, conduct problems, peer rejection, etc.). For each problem domain, discussion will focus on the continuity/discontinuity of the disorder across development and the challenges presented by each clinical PSYCH issue (3 credits) Alternate Fall, Spring

PSYCH 435 – Advanced Abnormal Psychology

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: PSYCH 100, PSYCH 280 or PSYCH 330, and at least junior standing

Advanced Abnormal Psychology is an advanced study of all mental illness. Students will examine the research in support of data for the classification of mental illness into specific groups. Attention will be paid to the underlying causes and treatment of illnesses such as, but not limited to: schizophrenia, major depressive disorders, bipolar disorders, dissociative disorders, and character disorders. (3 credits) Fall

PSYCH 440 – Experimental Psychology with Laboratory

Prerequisites: PSYCH 100, 240, 340, and senior standing

Required of all students majoring in Psychology. Students will gain an in-depth understanding of experimental design. This course will help students gain experience surveying literature, creating hypotheses, designing methodology, analyzing and interpreting data, and reporting research using the style required by the American Psychological Association. (4 credits) Fall, Spring

PSYCH 430 – Special Topics in Psychology

Fulfills a course requirement in the Psychology Core Concentration

Prerequisite: At least junior standing

Study of special topics in psychology. Topics determined by student needs and the availability of appropriate instruction. (3 credits) Special Offering

PSYCH 450 – Research in Psychology

This course is open to students pursuing research on a specific topic in psychology. Research must be an original idea in psychology, and agreed upon by student and psychology faculty research advisor. This course may be repeated for credit. Students who intend to register for PSYCH 451 must first complete PSYCH 450. (1-3 credits) Offered on demand.

PSYCH 451 – Senior Thesis

Prerequisites: Prior Departmental approval of a research proposal, 3.3 GPA overall and a 3.5 Psychology GPA, or permission of the department, and PSYCH 450

This course will serve as a capstone experience for outstanding students majoring in psychology. Students will work closely with a psychology advisor; engage in original research on a topic of their choice. The thesis should be empirical in nature and should demonstrate their ability to evaluate and subsequently add to an important area of psychological study. Students will synthesize knowledge gained in coursework throughout their program. The course will conclude with a formal written thesis and oral presentation. With permission of the Psychology Department, this course may serve as a substitute for PSYCH 498 or 499. (3 credits) Offered on demand

PSYCH 498 – Research Practicum in Psychology

Prerequisites: PSYCH 100, PSYCH 340 and consent from instructor

Students register for this course in conjunction with a 135 hour research practicum experience in psychology. Students must have an on-campus faculty sponsor. Enrollment is by permission of instructor. (3-6 credits) Offered on demand

PSYCH 499 – Applied Practicum in Psychology

Prerequisites: PSYCH 100, PSYCH 340 and consent from instructor

Students register for this course in conjunction with a 120 hour applied practicum experience. In psychology, students attend a weekly 1 hour classroom seminar designed to integrate their practicum experiences with theoretical and empirical concepts in psychology. Enrollment is by permission of instructor. (3-6 credits) Offered on demand

GRADUATE COURSE LISTINGS

PSYCH 501 – Research Design

This course will teach students how to utilize research methodological strategies and designs to empirically investigate observations, theories, and hypothesis. Students will be introduced to advanced experimental design, sources of variability, effect size, and higher order factorial experiments. This course will also introduce students to the role of statistical analysis in psychology relative to the specific methodologies utilized by psychologists. This course should enable students to critically evaluate the claims of "experts" in forensic and applied psychology as well as in the scientific literature (3 credits) Fall

PSYCH 502 – Quantitative Methods I

Students will study advanced statistical methods including Analysis of Variance through Analysis of Covariance including the investigation of their utility in psychological research and experimentation. Students will also become familiar with the most prominent statistical software including but not limited to SPSS. (3 credits) Spring

PSYCH 503 – Forensic Psychology

Forensic Psychology is the intersection of Psychology and Law. Students will study the most cogent areas where Psychology and Law intersect. Students will exam such topics as: The Historical Development of Forensic Psychology; Child Custody; Insanity Issues; Competency evaluation; Police Psychology; Civil Proceedings and the Forensic Psychologists role; Criminal Proceedings; Assessment Issues, Civil and Criminal; Expert Testimony and Interventions with Forensic Populations. (3 credits) Fall

PSYCH 504 – Psychology and the Law

This course provides the student with knowledge pertaining to the application of social science methods and psychological knowledge to contemporary issues in the criminal justice system. Topics for this course will include: lineup procedures, eyewitness memory, scientific jury selection, pretrial publicity, repressed memories, interviewing eyewitnesses, children suggestibility and research methods used by legal psychologists. This course will introduce students to contemporary psychological knowledge pertinent to the legal system and is appropriate for graduate students interested in law, psychology, and criminal justice. (3 credits) Spring

PSYCH 505 – Introduction to Clinical Assessment: Objective Tests

This course focuses on the fundamentals of clinical assessment with adults. This will include a review of relevant psychometrics and statistical properties (i.e., reliability and validity) as well as the basics of clinical assessment (i.e., ethical guidelines and report writing). We will focus on three areas of psychological assessment: intelligence, achievement, and personality assessment. Within each area, we will review the conceptual and theoretical issues relevant to conducting psychological assessments and become familiar with the most common tools used in assessments with adults. The course also includes an applied component in which students will have an opportunity to learn the fundamentals of administration, scoring, and interpretation of a select battery of assessment tools. These practical experiences will provide a context for further discussion of the various technical and ethical issues related to psychological assessment. (3 credits) Spring

PSYCH 506 – Assessment in Criminal Law

Prerequisites: Psych 501; Psych 502; Psych 503; Psych 505

The purpose of this course is to introduce the student to various areas that require psychological assessment in the Criminal Court system. Students will become familiar with: the general tenants of the Criminal law and why psychological issues become pertinent in this area; the wide variety of issues that are related to criminal proceedings, criminal defendants where input from the mental-health specialist is most frequently requested; pertinent Case Law that directs the input of the psychologist; the various psychological instruments and procedures that are typically used by Mental Health practitioners in the Criminal Justice system; the pertinent research that justifies and supports the use of very psychological instruments for the purpose of giving expert testimony and providing evaluations with in the crumble justice system. Students will learn: how to become informed of current Case law and how to evaluate and apply Court findings; about various organizations designed to keep mental health professionals abreast of issues in the criminal justice system; and how the role of the mental-health professional has developed historically within the context of the Criminal law. (3 credits) Fall

PSYCH 507 – Assessment Issues in Civil Law

Prerequisites: Psych: 505 or consent of the Instructor

The purpose of this course is to familiarize the students with various areas of the Civil Law in which mental-health professionals evaluate and make assessments. Students will become familiar with the research in this area and its application to the process of evaluation in answering legal questions that are peculiar to areas in the civil courts. Students will learn: about the questions that the Court expect the psychologist to address; the types instruments and evaluative procedures that are used in the civil context in terms of expert testimony, report writing and input into the legal system; how the pertinent case law is applied and frames the input of the mental-health professional in this context; how the role of the mental-health professional has developed historically within the context of non-criminal areas of law; and how to keep abreast of current issues that are dictated by the Case law. (3 credits) Spring

PSYCH 508 – Forensic Report Writing

Prerequisites: Psych: 505 or Psych 506 or Psych 507 or Consent of the Instructor

Forensic report writing will focus the students in all aspects of the construction of a competently written forensic report. The students will learn how to construct forensic reports in the areas of

competency, insanity, injury assessment, disability assessment, mental status examinations, dangerousness, suicidal intent, and homicidal ideation. (3 credits) Spring

PSYCH 509 – Methods in Psychotherapy I

Methods of Psychotherapy is designed to introduce students to the prevalent methods of psychotherapy, theories of change and treatment outcome research. Through readings in each of the dominant schools of psychotherapy, students will become familiar with a number of treatment approaches and philosophies through assigned readings and mock therapy sessions in a laboratory setting. (3 credits) Spring

PSYCH 510 – Quantitative Methods II

Prerequisites: Psych 501; Psych 502

Quantitative Psychology II provides the graduate student with the necessary skills to understand, interpret, and design research projects that require complex multiple independent variable designs. Students will study Multivariate methods in Quantitative Psychology including, Multiple Regression, Discriminate Analysis, Principle Components Factor Analysis, Cluster Analysis, and Manova designs (3 credits) Spring

PSYCH 511 – Children, Adolescents, and the Law

In both the Criminal and the Civil Courts, issues with regard to children and adolescents present unique challenges for the forensic psychologist. Students will learn issues that are specific in this area such as: assessment of children in terms of custody; parental fitness; allegations of sexual abuse; children in need of the service services; incorrigible children; parens patriae; delinquency; adjudication issues with regard to children; educational assessments within the Court system; advocacy programs related to children; placement of children in the foster care system; adoption; termination of parental rights; commitment of children to juvenile facilities; and transfer of children from the minor status to adult status with regard to criminal laws; assessment issues and ethical issues that are unique to this area as well as the wide variety of placements that are results of legal intervention in the role of the psychologist in this context; about issues that are specific to the rights of juveniles within the Criminal Court system. Students will be given an opportunity for in-depth exploration of a particular area of interest through literary research. (3 credits)

PSYCH 512 – Child Assessment

Prerequisites: Psych: 505 or Consent of the Instructor

This course provides an overview of the basic methods of psychological assessment of children. As we review these methods, we will focus on their strengths and limitations, both in terms of their psychometric and practical characteristics. Knowledge of principles of psychometric theory, test construction, and statistical properties (i.e., reliability and validity) is therefore assumed and will not be a primary focus of this course. The course also includes an applied component. You will have an opportunity to practice the administration and scoring of a select battery of assessment instruments with your peers and with practice test subjects. These practice assessments will provide a context for discussing various technical and ethical issues related to the assessment of children within a psychological framework. (3 credits)

PSYCH 513 – Vocational Counseling

Students will be introduced to counseling theory as it applies to vocational choice, individual interests, vocational placement, and methods of vocational assessments. (3 credits) Fall, Spring, Summer

PSYCH 515 – Introduction to Group Counseling

Prerequisite: Consent of instructor

This course will provide advanced study in the theory, process and practice of Group Counseling and Psychotherapy. Students will study the application of group designs in the treatment of individuals in a group setting. Multicultural applications of different approaches will be considered,

as well as applications of group counseling on specific special populations. Particular attention will be paid to the utility and research supporting the effectiveness and efficacy of this form of treatment. (3 credits) *Spring, Summer and Winter Intersession*

PSYCH 519 – Methods of Psychotherapy II

Prerequisite: Psych 509

Methods of Psychotherapy II is designed as a continuation of Methods of Psychotherapy I (PSYCH 509) and as such to familiarize students with a number of methods of psychotherapy, theories of change and treatment outcome research. Through readings, in each of the methods of psychotherapy covered, demonstrations, DVD demonstration videos, and classroom experiences, students will become familiar with treatment approaches such as the cognitive behavioral, rational emotive, humanistic, brief psychodynamic and dialectic behavioral therapy methods of psychology. (3 credits) *Fall, Spring, Summer*

PSYCH 520 – Developmental Psychopathology

Prerequisites: Consent of the instructor

What does it mean to be a “developmental psychopathologist”? Developmental psychopathology integrates principles of clinical and developmental psychology. The distinguishing features of developmental psychopathology provide the clinical psychologist with a unique perspective that facilitates the assessment, treatment, and research of traditional clinical problems. This course is designed to introduce you to the field of developmental psychopathology. We will focus on the origins and course of psychopathology across childhood and adolescence. For each problem domain, we will review research regarding the continuity/discontinuity of clinical problems across development. In addition, we will highlight the challenges presented by each problem domain, and how it can be better understood from a developmental psychopathology perspective. Thus, upon completion of the course you will have acquired a foundation of principles of developmental psychopathology that may be applied to your own future research and practice. (3 credits) *Fall*

PSYCH 521 – Adult Psychopathology

Prerequisites: Consent of the instructor

This course is designed to investigate the field of adult psychopathology. Students will examine the latest research related to DSM IV TR criteria for such disorders as (but not limited to) schizophrenia, bipolar disorder, major depression, anxiety disorders, somatoform disorders; and personality disorders. (3 credits) *Fall*

PSYCH 525 – Psychology of Criminal Behavior

Prerequisites: Consent of the instructor

This course will provide the student with the opportunity to explore and examine detail prominent psychological theory as it is applied to criminal behaviors. Particular attention will be paid to separating the difference between pathology as a cause and other forms of psychological explanations for criminal behaviors. (3 credits) *Fall*

PSYCH 530 – Special Topics in Forensic Psychology

Prerequisites: Consent of the instructor

Course content will rotate across a variety of specialty areas in forensic psychology. Areas of study may include psychobiology, children's suggestibility, victimology, neurological assessment, psychotherapy, history and systems, or other methodological content areas derived to help students understand contemporary Issues In the criminal justice system (3 credits) *Fall, Spring*

PSYCH 531 – Family Violence

This course is a seminar based course which examines the recent research and theoretical foundations of the issues associated with family violence. Students will investigate seminal research and theory associated with the psychological aspects of violence as it occurs in families as well as the impact such violence may have on both perpetrators and victims. (3 credits)

PSYCH 532 – Cross Cultural Psychology

This course examines the diversity of North American society with a focus on analysis of cultural ethnicity, race, disability, and sexual orientation; includes integration with clinical and research issues. It is designed to introduce students to psychological issues concerning gender, cultural values, religion, race/ethnicity, individualism-collectivism self-identity, group identity and group conflict, culture and development, sexual orientation, psychological and physical disorders and disabilities, culture and communication. (3 credits)

PSYCH 533 – Law and Mental Health

Prerequisites: Consent of the instructor

The purpose of this course is to give the students an understanding of the American legal system. Students will learn how it operates, the defining principles, and the role of the psychologist and others with mental health expertise in this context. Students will become familiar with the laws pertinent to applied forensic psychology in both Civil and Criminal Courts. Students will learn how various Regulations, Penal Codes, Statutes and the Constitution frame and limit, the input of the mental health professional within the legal system. Students will learn the ways in which the current Case Law structures the everyday practice of forensic psychology. Students will learn how the pertinent Case Law exemplifies and delineates and clarifies the use of Psychology in the Courtroom by Judges and in other settings as defined and determined by the Courts. Students will learn about the historical development of the use of the mental-health expert within the Court system and the ramifications of those realities currently. Students will develop an appreciation for the differences between the perspectives and goals the disciplines of law and psychology. (3 credits)

PSYCH 534 – Advanced Developmental Psychology

Prerequisites: Consent of the instructor

This course is designed to provide advanced study in the field of child development, with a consideration of prenatal through adolescent development. Emphasis will be placed on both the major theories as well as contemporary research findings in developmental psychology. (3 credits) *Fall*

PSYCH 535 – Group Dynamics: Methods and Design

Prerequisites: Psych 515

This course will provide advanced study in the process and design of Groups and their use in Forensic settings. Students will study the application of group designs in the treatment of individuals involved in the justice system: mentally ill offenders, substance dependent offenders, and sexual offenders. Moreover, the course will describe the various approaches utilized in such treatment, such as group counseling, psychoeducational approaches, and behavioral treatment. Particular attention will be paid to the utility and research supporting the effectiveness and efficacy of this form of treatment in correctional settings. (3 credits) *Spring, Fall, Summer*

PSYCH 540 – Advanced Personality Psychology

Prerequisites: Consent of the instructor

This course is designed to provide advanced study in the field of personality psychology with a specific focus on seminal works in personality theory. Students will investigate the original works of Freud, Jung, Horney, Michel, Bandura, Kelly, Cattell, and Allport in addition to other important personologists. Students will critique a number of the theories in terms of their utility in modern psychology and their historic importance in the development of modern theory in personality psychology. (3 credits) *Spring*

PSYCH 550 – Professional Ethics in Psychology

Prerequisites: Consent of the instructor

This course is designed to provide a pragmatic understanding of the ethical principles guiding psychologists in their roles as clinicians, researchers, supervisors, and teachers. We will focus on the APA Ethical Principles of Psychologists and Codes of Conduct. This will include a review

of the rules and procedures of the licensing boards and the consequences of code violations. A second major objective of this course is to help you to formulate your own “code” of ethical decision-making as a psychologist in-training. We will discuss common personal and professional circumstances that place psychologists in challenging ethical situations. In addition, you will each have the opportunity to explore the ways in which your own personal “ethos” is consistent (or inconsistent) with your legal and ethical responsibilities as a psychologist. We will pursue this goal by reviewing case studies, role-playing ethical dilemmas, and sharing our own personal experiences as researchers, clinicians, teachers, and students. These exercises will allow you to define your own process of ethical decision-making that you can return to throughout your career in psychology. (3 credits)

PUBLIC ADMINISTRATION

PA 201 – Public Administration

Co-listed as POLSC 260

Introduces the theory, forms, and practice of public administration at the national, subnational, and international levels. Emphasizes administrative theories, concepts of bureaucracy, the environment of public service, and the role of administrators in government. (3 credits)

PA 202 – Studies in Public Administration

Examines the relationship between theory and practice of Public Administration through a review and analysis of selected problems, issues, and case studies at the national, subnational, and international levels. Administrative theories, concepts of bureaucracy, the environment of public service, and the roles of administrators in government. (3 credits)

PA 220 – Elements and Issues in Community Development

Overview of the concepts, theories and applications in the field of community development. This is the foundation course for the Community Development program, but it is appropriate for all students interested in a comprehensive look at the elements required to understand what makes for successful communities, from housing to education, to social services and infrastructure. (3 credits) *Fall, Summer*

PA 305/POLSC 361 – State and Local Government

Cross-listed as POLSC 361 Prerequisite: POLSC 100 or PA 201 or PA 202 or consent of instructor

Analysis of state and local governments with emphasis on the distribution of political power and administrative responsibility in selected public programs and areas of public policy. (3 credits)

PA 306 – City Management

Prerequisite: POLSC 100 or PA 201 or PA 202 or consent of instructor

Study of municipal administration, including organization, financial management, personnel and labor relations, municipal services, and political and public relations; analysis of city governments and the role of city and local government managers; examination of the planning, policy, management, evaluation, and financial dimensions of cities. (3 credits)

PA 340/POLSC 380 – Public Policy

Cross-Listed as POLSC 380

Prerequisite: POLSC 100 or PA 201 or PA 202 or consent of instructor

Systematic analysis of critical domestic issues and areas: poverty, race relations, crime, etc. Consideration of the entire public policy cycle: recognition and definition of potential “problems”; formulation and implementation of governmental policy solutions; and assessment of the impact of policies. (3 credits)

PA 350 – Housing and Development Skills

Blends the academic framework of theory and analysis of housing policy with skills-oriented instruction. Using readings, class discussions, guest speakers, lectures, and class journals, the

course explores key subject areas related to housing and development, including housing theory, planning, data analysis, assessment of housing needs, community participation, stakeholders, roles, negotiation, codes, construction procurement, homelessness, financing, foreclosures, tenant and management issues, sustainable design, regionalism and other issues. (3 credits)

PA 351 – Sustainable Economic and Community Development

Explores key subject areas related to sustainable economic development, including business creation and retention, microenterprises, co-ops, job creation, asset development, sector analysis, the connection between economic development and social health. Examines the role that community development professionals can and should play in ensuring that economic development occurs in a sustainable manner. (3 credits)

PA 352/MGMT 352 – Non-Profit Management

Cross-listed as MGMT 352

The course provides students with an overview of the role of the non-profit sector in the United States, as well as comprehensive exposure to the various elements of managing a non-profit organization. Governance, personnel, finance, planning and service delivery will be examined and best practices located. Students emerge from this course better able to face the challenges of working in and managing a non-profit organizations. (3 credits) *Spring*

PA 360 – Communication in Organizations

Prerequisite: POLSC 100 or PA 201 or PA 202 or consent of instructor

A study of the nature and importance of communications in complex organizations such as corporations and agencies. Topics include communication theory, theory of organizations, managing communications in organizations, and effects of communication on behavior and attitudes. (3 credits)

PA 362 – Public Personnel Administration

Prerequisite: POLSC 100 or PA 201 or PA 202 or consent of instructor

Focuses on the primary personnel functions including job evaluation and compensation; staffing; employee training and development; employee relations; collective bargaining; and other issues and concerns of public sector personnel management. (3 credits)

PA 363 – Public Financial Administration

Prerequisite: POLSC 100 or PA 201 or PA 202 or consent of instructor

This course explores administrative, political, and institutional aspects of the budgetary and financial management processes within the public sector. A review of federal, state, and local financial, budget, and revenue systems. (3 credits)

PA 364 – Organizational Theory and Management

Prerequisite: POLSC 100 or PA 201 or PA 202 or consent of instructor

Study of the historical evolution of organizational thought and theories. An analysis of the basic concepts of organizations within both a contemporary and future view of the public sector. (3 credits)

PA 370 – Comparative Public Administration

Prerequisite: POLSC 100 or PA 201 or PA 202 or consent of instructor

An overview of the administrative structures, functions, and processes of selected governments in a variety of nations. Comparisons of alternative administrative systems with the United States experience will be included. (3 credits)

PA 411/S&SH 411 – Grant Writing

(Cross-Listed as S&SH 411)

Provides a working knowledge of the various sources of funds available to the grant writer as well as the terminology and the components (problem statements, objectives, methodology, evaluation, budget) of various funding applications and instruments. At the conclusion of the course

the student will have the skills to do basic research for a grant proposal and to write a proposal. (3 credits)

PA 430 – Special Topics in Public Administration

Study of special topics in public administration. Topics determined by program, student needs, and availability of appropriate instruction. (3 credits)

PA 440 – Public Administration Practicum

Prerequisite: POLSC 100 or PA 201 or PA 202 or consent of instructor

An internship experience within a public agency or nonprofit organization designed to acquire, apply, or utilize administrative knowledge and skills. (3 credits)

MASTER OF PUBLIC ADMINISTRATION

PA 501 – Foundations of Public Administration: Legal and Institutional

The political and institutional context of contemporary public administration. Examination of the political and legal constraints on public administrators, legislative-executive relations, and the role of administration in the policy making process. (3 credits) *Fall*

PA 502 – Organizational Dynamics

Cross-Listed as LEAD 511

Examination of the literature on organizations, organizational dynamics, group dynamics, team-building, and introduction to leadership in dynamic organizations. Attention will be given to the effects of organizational structure on organizational behavior. Organizational design principles are also presented. Students may not earn credit in both PA 502 and LEAD 506 3 credits.) *Spring*

PA 503 – Data Management and Analysis

Cross-Listed as LEAD 503

The use of quantitative analysis and techniques for public administrators. Emphasis on research design, data gathering, analysis, interpretation and the presentation of findings. Instruction in the use of descriptive statistics, such as means, medians, standard deviations, and histograms will be covered. It includes an analysis of the validity and appropriateness of statistical techniques employed by managers in the professional fields of public, nonprofit, and health administration. Use of computer software to analyze data is introduced. Students may not earn credit in both PA 503 and LEAD 503 (3 credits) *Spring*

PA 504 – Public Policy and Program Evaluation

Study of the policy making process and implementation, the role of public administration in that process, and methods of determining the effectiveness of public policy. (3 credits) *Spring*

PA 505 – Public Budgeting and Finance

Cross-Listed as LEAD 505

Introduction to public finance and budgeting with an examination of the development of public budgeting, the budget process, revenue sources, taxation, accounting practices, and debt management in public organizations. Students may not earn credit in both PA 505 and LEAD 505 (3 credits) *Fall*

PA 506 – Public Personnel Management

Cross-Listed as LEAD 506

Study of the functions of public personnel management, current practice, issues, and problems. Students may not earn credit in both PA 506 and LEAD 506 (3 credits) *Fall*

PA 512 – Intergovernmental Relations

Examines the historical and contemporary relationships between federal, state and local levels of government in the United States. Focuses on issues created by our federalist system of government including: centralization, power sharing, and locus of control. (3 credits)

PA 513 – Public Administration and Public Law

Examination and understanding of the constraints of constitutional law on administrative behavior and decisions. Attention paid to the legal environment in which public managers must operate. (3 credits)

PA 514 – Urban Administration and Management

An introduction to the literature of urban administration and an examination of the problems confronting public managers including: service delivery, fiscal solvency, centralization, collective bargaining, and accountability. (3 credits)

PA 515 – Ethics in Public Administration

Emphasis placed on accountability and responsibility of public officials for appropriate behavior and ethical decision-making. Offers the student an understanding of how one's ethics relate to public affairs. (3 credits)

PA 516 – Grant Writing and Management

Teaches students how to locate funding opportunities and write effective proposals. Additional emphasis on the management of government grants and contracts. (3 credits)

PA 517 – Computer Applications for Public Managers

Introduction to the selection and use of computer hardware and software for public managers. Provides practical experience with spreadsheets, word processors, database management, presentation programs and geographic information systems. (3 credits)

PA 518 – Program Evaluation

Program Evaluation is a research and analysis based course in management, programming and administration. It is intended to equip the student with the knowledge and skill to create, implement and manage a public or health program using modern information systems, and research principles. Program design is featured as an important aspect of evaluation along with matching program effects and the statistical analysis required for understanding the effects. Emphasis is placed on program evaluation being part of the standard MIS/EDP operation of an organization. At the conclusion of the course, the student should be able to create a program and see it through to its programmatic conclusion. (3 credits)

PA 530 – Special Topics in Public Administration

This is a course for each specialization required of Public Administration Masters Students. Students integrate knowledge in selected specialty areas in the public management, health care administration, leadership, nonprofit executive management, and related public management and service topics. Students will complete assigned readings, conduct seminar discussions, and research, organize, and complete assigned course projects. (3 credits)

PA 550 – Health Care Administration

Prerequisite: PA 501 & PA 502 or consent of instructor

Components of the health care system in the United States, with emphasis on the relationships among public (local, state and federal), private, voluntary and nonprofit entities. Topics include points of access for recipients of health care; relationships with other human services and professions involved in providing health care; and the regulatory environment governing these relationships. Critical review of major ideological influences that have shaped health policy. (3 credits)

PA 551 – Public Policy and Politics in Health Care Administration

Prerequisite: PA 504 & PA 550 or consent of instructor

Examination of the formulation, adoption and implementation of public policy for health care through federal, state and local political processes. The role of research in the program process is tied to effective administration. Techniques of effective evaluation and report presentation are also covered. (3 credits)

PA 552 – Trends and Issues in Health Administration

Prerequisite: PA 551 or consent of instructor

Examination of current issues confronting health care managers. An assessment of current programs and management responses to emerging trends in the health care field, including delivery systems, marketing/competition, strategic planning, financial management and/or epidemiological changes. (3 credits)

PA 553 – Economics of Health and Medical Care

Prerequisite: PA 505 & PA 551 or consent of instructor

This course analyzes health care problems from an economic perspective. Effective management of limited resources, including financial issues involving differing managed care structures (HMOs, PPOs, and IPAs) are examined. (3 credits)

PA 580 – Internship in Public Administration

Designed for pre-service students. (3 credits) Fall/Spring/Summer

PA 590 – Research in Public Administration

Designed for working professionals in the field. (3 credits) Fall /Spring/Summer

PA 599 – Directed Study in Public Administration

(PA 599 required of all students)

This capstone in public administration is devoted to topics in public management involving problem identification and solution. Students work independently with faculty guidance to create projects in public administration. In-person presentation of data findings and solutions is required. Internship/Research Requirement and Directed Study Requirement. (3 credits) Fall, Spring/Summer

PUBLIC HEALTH**PH 201 – Public Health Essentials**

Prerequisite: BIO 103 or ANTH 100 or consent of instructor

Fulfills a course requirement for the Public Health Minor

This course addresses the question: What is public health? with an introduction to the concepts, principles and practices of public health. Students will examine the historical and current role of public health institutions and the biological, social, behavioral, environmental and cultural determinants of health. An overview of tools used to assess, control and prevent disease will be put into the context of current public health threats and the future of public health. (3 credits) Fall

PH 350 – Applied Practicum in Public Health

Prerequisite: Prerequisites: PH 201 and consent of instructor

Fulfills a course requirement for the Public Health Minor

Taken in conjunction with a 35hr public health-related experience, students read and discuss recent primary literature to actively integrate the practicum experience with concepts and practices in public health. This practicum course combines a field experience with an academic seminar course that meets for 3 hours per week. Potential discussion topics include, but are not limited to, biostatistics, community health, epidemiology, environmental health, global health,

health promotion and education, health management, health policy and maternal & child health. (3 credits) Spring

PH 430 – Special Topics in Public Health

Prerequisites: BIO 103 or ANTH 100 or consent of instructor

Fulfills a course requirement for the Public Health Minor

Advanced-level topics of importance in public health, determined by the interest of students in consultation with faculty.

This course may be repeated for credit, but students may study a single topic only once.

(1-3 credits) Special offering

SOCIAL AND HEALTH SERVICES**S&HS 400 – Foundations of Social and Health Services**

Examines the historical, philosophical, and theoretical frameworks of professional social and health services in the United States. Emphasis will be placed on the theoretical bases of developmental psychology, including structural theory, ego psychology and adaptation, object relations, and life cycle development. (3 credits) Fall, Spring

S&HS 402 – Group Process

For students who wish to enhance their ability to work with groups; involves actual involvement in an ongoing group experience. The varied dynamics of the group will be examined in regard to both interpersonal and intrapersonal issues. (3 credits) Spring

S&HS 403 – Adult Development

Promotes a knowledge of adult developmental issues encountered across different fields of practice. Students will learn to 1) deepen assessment skills, particularly as regards possible “normative” psycho-social stressors which may underlie or aggravate presenting client/patient complaints, and 2) be sensitive to how these “normative” stressors impact their own lives as learners and professionals in an ongoing adaptive process. (3 credits) Fall

S&HS 405 – Introduction to Public Health

Introduces students who are currently practicing in health care fields to an overview of public health on a state and national level. Students will learn about the public health system, including infectious disease, chronic disease, occupational health, injury control, maternal and child health, regulation, behavioral health issues, surveillance, quality assurance, and policy. (3 credits) Fall

S&HS 408 – Counseling: Theory and Skills

Co-listed as PSYCH 356

A brief theoretical overview of counseling is discussed in conjunction with the application of practical skill development. Skills included are listening, observation, presentation of self, rapport development, interviewing, and empathy. (3 credits) Fall, Summer

S&HS 409 – Methods and Procedures of School Nursing

Explores the issues and current practice of nursing within the elementary and secondary school setting for Registered Nurses who are interested in the specialty of School Nurse Teaching. A school-based clinical component will be utilized to provide a professional understanding of the specialized knowledge and skills necessary to contribute to and support the goals of education. Particular attention will be paid to the educational process, special needs students, rules and regulations of Rhode Island, Federal regulations, screening, and the development and utilization of information and referral sources (3 credits) Fall, Spring

S&HS 410 – Methods and Materials in Health Education

Examines the latest methods, procedures, and techniques for presenting the information, principles, and concepts outlined in school health curricula. Preparation and presentation of lesson

plans will prepare the School Nurse Teacher for his/her role as a health educator. Evaluating currently used health curricula, books and teaching aids will familiarize the Registered Nurse with the scope of today's health education. (3 credits) Fall, Spring

S&HS 411 – Grant Writing

Cross-listed with PA 411

Provides a working knowledge of the various sources of funds available to the grant writer as well as the terminology and the components (problem statements, objectives, methodology, evaluation, budget) of various funding applications and instruments. At the conclusion of the course the student will have the skills to do basic research for a grant proposal and to write a proposal. (3 credits) Spring

S&HS 413 – Moral and Ethical Issues in Health Care

Introduces students, currently employed (or intending to be employed) in the health care field, to the moral/ethical issues and dilemmas facing the healthcare industry/employee(s) today and into the future. A sampling of selected topics that will be discussed and researched include: informed consent, euthanasia, rationing of health care services, advance directives, biomedical research, heroic measures, the uninsured and underinsured. (3 credits) Spring, Summer

S&HS 415 – Health Care Administration I

Provides the foundation for health care management in an era of health care reform. The issues relate to the overview of emerging trends in the health systems, human resources, leadership, communication, decision making, marketing, quality assurance and financial management. This course is intended for the individual currently employed or interested in the health care field and functioning in the management system. (3 credits) Spring, Summer

S&HS 416 – Health Care Administration II

Builds upon the foundation provided in the Health Care Administration I course. Through discussion, readings, and two assigned written projects, the students cover topics inclusive of: an overview of the healthcare delivery system in the U.S., economics of health care, labor relations, legal issues, health planning, healthcare reform, and ethical issues in health care. (3 credits) Fall

S&HS 417 – Human Resource Development

Provides a framework for understanding, assessing, and designing organized learning experiences within the workplace which will improve job performance. It addresses specific issues of adult learning, and develops the particular skills required for effective communication and training in the workplace. Topics covered include theories of adult learning and motivation, problems assessment, training design, facilitating learning, and team development. (3 credits) Fall, Spring, Summer

S&HS 418 – Mental Health Issues and the Law

Explores the jurisprudence of mental health law and the social policy upon which it is built. It is intended to provide a foundation in the law as it relates to persons with mental illness or other disabilities. Topics covered include civil commitment, patients' rights, the right to treatment, the right to refuse treatment, competency, guardianship, confidentiality, and malpractice. Students learn legal skills such as reading and interpreting statutes and legal opinions. Relevant legal and ethical issues confronting providers are addressed throughout the course. (3 credits) Fall, Spring

S&HS 421 – Social Gerontology

Provides a broad base of knowledge about the process of the aging experience and the diversities in the older population. The impact of the changes in life expectancy and the consequent increase in the number of elderly will be addressed. Through a combination of reading, videos, presentations, and discussions, older Americans will be studied in a multi-disciplinary manner. Students will distinguish the realities of usual and successful aging from the societal stereotypes surrounding this phenomenon and consider how such attitudes affect social policies and services. (3 credits) Fall, Spring

S&HS 423 – Treatment of Children and Adolescents

Examines child and adolescent developmental issues in the context of the social environment. Examines social and health service systems and programs which address social and developmental needs, including child protective services, foster care and adoption. Also addresses basic issues involved in the psycho-social treatment of children and adolescents, individually and in the context of the family. (3 credits) Fall

S&HS 426 – Health and Nutrition

Introduces the concept of orthobiotic living. Students will learn how proper nutrition contributes to the level of wellness at all stages of the life cycle. The multiple factors affecting purchase and consumption of food are included, as well as the functions of specific nutrients and their complex interrelationships. Students will distinguish reliable from unreliable sources of health and nutrition information currently available. (3 credits) Fall, Spring, Summer

S&HS 427 – End of Life Care

Designed for personal growth related to issues of death and dying for professionals working in the field, as well as non-professionals. A developmental, life cycle perspective is used, examining such concepts as bereavement theories, cultural differences, clinical intervention with various types of mourning, and coping with caregiver stress and grief. Students will have an opportunity to examine their own beliefs and attitudes, expand their understanding of the grief process within families, examine traditional and non-traditional closure rituals, and learn new caregiver skills to prevent burnout. (3 credits) Fall

S&HS 428 – Crisis Intervention

Provides a theoretical framework for the understanding of crises and emergencies in mental health and health care practice; intended for students who will be practicing in health/mental health/law enforcement, or will be acting as administrators in these human service agencies. A variety of crisis experiences is examined, including developmental and transitional crisis. Related strategies for intervention, legal guidelines, and treatment are examined. A basic approach to clinical assessment is presented, and then applied to various types of crises, including family violence and abuse, life-threatening illness, and suicidality. (3 credits) Fall, Summer

S&HS 431 – Women's Issues and Mental Health

Addresses women's mental health issues from a feminist perspective. Students will learn about the impact of socialization on women's development as it relates to functioning within important relationships throughout the life cycle. The meaning and value of "connection" is explored, with particular emphasis on how helping professionals can develop a supportive therapeutic alliance with women in health and mental health care settings. Women's particular treatment needs are examined within the context of a supportive, self-empowerment practice model which utilizes concepts from leading theorists in feminist and relational ways of thinking. (3 credits) Fall

S&HS 434 – Principles of Program Design: Health Education

Focuses on techniques, processes, and models of developing health education programs in schools, communities and work sites; the principles of grant writing/development are also studied. The school nurse-teacher will learn how to identify a health education need, plan a program to address that need, and write a grant to fund the program. (3 credits) Fall, Spring

S&HS 435 – Organization and Administration of School Health Programs

Intended for nurses in the field of School Nurse Teaching, emphasis is placed on policies within Rhode Island, including health education regulations, health programs, and curriculum development. Students are introduced to the processes of budgeting, assessment skills, and program evaluation. (3 credits) Fall, Spring

S&HS 436 – Introduction to Education of the Exceptional Child

Intended for nurses in the field of School Nurse Teaching, emphasis is placed on the state and federal legal requirements/responsibilities of school nurse teachers in the mainstreaming of students with special needs, a critical examination of existing services and programs, and a review of case studies. Guest lectures and the demonstration of adaptive equipment are included in the course. (3 credits) Spring, Summer

S&HS 438 – Introduction to Biostatistics

Presents the principles of biostatistics, including the research process, frequency measures, tests of significance, correlation, linear and multiple regression analysis. Students will be able to understand basic statistical procedures and will be able to critically analyze social and health services empirical literature. (3 credits) Fall

S&HS 450 – Introduction to Epidemiology

Designed to familiarize students with the basic principles of epidemiology, enables critical reading of the medical literature and understanding of the epidemiologic terminology therein. Various contemporary health care issues are examined, including pharmacoepidemiology, chronic disease epidemiology and social epidemiology. (3 credits) Spring

S&HS 452 – Social and Health Services Policy

Provides a theoretical framework for the critical analysis of current social welfare and health care policies and their effects on the provision of services. Emphasis is placed on the political/ideological forces that shape these policies and on the effectiveness, efficiency, and accountability systems of various approaches to the allocation of resources and the provision of social and health care services. Students will learn how to engage in this critical analysis, including identification of how to personally participate in these systems, and how outcomes of policy directly impact individuals, particularly those in society who are among the more powerless and vulnerable. (3 credits) Fall, Spring

S&HS 454 – Social and Health Services Research Methods

Introduces principles of research methodology pertinent to health care and social service fields of practice in which Social and Health Services students are currently or will be employed. As such, the course focuses on the formulation and design of an independent research project related to practice. (3 credits) Fall, Spring

S&HS 455 – Advanced Counseling Techniques

Prerequisites: S&HS 400, 408

Examines phenomena which relate to enhancing the clinician's rapport-building, communication patterns, and repertoire of psychotherapeutic change strategies. This course is for the student currently working in a clinical setting. (3 credits) Spring, Summer

S&HS 457 – Seminar in Case Management

Adhering to requirements for certification for Certified Case Managers (CCM), focuses on the role of case managers in assessment, planning, coordination, monitoring and evaluation. Particular emphasis is placed on benefit systems, cost benefit analysis, legal and ethical issues pertaining to confidentiality, and legislation which impacts case management approaches. (3 credits) Fall

S&HS 458 – Social and Health Services and Family Systems

Provides an understanding of the therapeutic models used to assess and work with families. Content of discussions will center on assigned readings, videotapes, role plays, and special areas of interest brought into class. This course will benefit students who have contact with families in the social and/or health services field. (3 credits) Fall, Spring

S&HS 459 – Seminar in Managed Care

Investigates the evolution of managed care in the United States health care system, particularly focusing on efficiency and effectiveness in this approach to contemporary medical and mental health care practice. Students will be required to critically examine issues of cost containment, quality management, and the political context of current debates regarding the future of managed care in social and health services. (3 credits) Spring

SOCIOLOGY**SOC 100 – Introduction to Sociology**

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

The study of individuals in society, and an introduction to the basic concepts through which sociology derives its intellectual form, such as socialization, social groups, institutions, stratification, and social change. (3 credits) Fall, Spring

SOC 201 – Social Stratification

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisite: SOC 100

Offers a comprehensive foundation in both the classic and contemporary approaches to stratification from a global perspective. Social stratification is the division of a large group or society into ranked categories of people, each of which enjoys different levels of access to scarce and valued resources. This class will address economic, racial, and gender stratification. (3 credits)

Alternate Fall

SOC 220 – Sociological Perspectives on Race

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisite: SOC 100

W.E.B. DuBois serves as the starting point for discussing race in sociological terms. The class then moves chronologically towards the 21st century, where sociologists still struggle to elucidate race as a social construction. A special focus on the progress and challenges of the post-civil rights era in the United States will be included. Topics include race theory, race stratification, race identity and representation, trends in racial attitudes, race and power, the intersection of race with class and gender, and the social construction of whiteness. (3 credits) Alternate Spring

SOC 230 – Population and Society

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisite: SOC 100

Analyzes global population characteristics and trends, and their effect on such social processes and institutions as employment, marriage and family patterns, religion, and government and their impact on society (3 credits) Spring

SOC 234 – The Family

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisite: SOC 100

An analysis of the family as a social institution and intimate group. Topics include the impact of industrialization, marriage and divorce, gender roles, parenthood, the influence of social class, and variations in lifestyle and family structure. The focus is on the contemporary U.S. society, with some cross-cultural comparative material. (3 credits) Alternate Spring

SOC 250 – Sociological Perspectives on Social Problems

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisite: SOC 100

An overview of the sub-field of social problems focusing on literature of local and global social problems with an effort made to address possible solutions. (3 credits) Alternate Fall

SOC 260 – The Sociological Imagination

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisites: SOC 100

The sociological imagination was first coined by sociologist C. Wright Mills to explain how one moves from casual observation to scientific sociological observation. Examines usefulness of analyzing sociological patterns. The course will illustrate the many uses and contexts of the lens of the sociologist. Content will alternate based on instructor. (3 credits) Spring

SOC 299 – Special Topics in Sociology

Prerequisites: SOC 100

This course examines topics from the subfields of sociology that are not typically offered in the sociology curriculum. The course topic is initiated by interest and expertise of the instructor and student demand. (3 credits) Special Offering

SOC 300 – Social Theory

Prerequisites: SOC 100, SOC 260, and ANTH 100, ANTH 260; open to Anthropology + Sociology

Majors only with at least Junior standing, or consent of instructor

An analysis of the classical origins of contemporary social thought. This course pays special attention to contemporary anthropological and social theory. Perspectives such as symbolic interaction, critical theory, and contemporary feminist theories are also considered. (3 credits) Spring

SOC 316 – Sociology of Gender

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisite: SOC 100

An analysis of the behaviors and social processes underlying the femininity and masculinity of persons. The course examines how gender has been socially constructed in different times and places. Competing theoretical explanations of gender inequality are presented. (3 credits) Alternate Fall

SOC 330 – Globalization and Identity

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisite: SOC 100

This course examines the consuming trend of globalization from a sociological point of view. Explores relationships between individuals, groups, and institutions in an age of globalization, with emphasis on national identity and global identity. Special attention will be given to sociological commentary on the political, economic, and cultural benefits and limitations to globalization worldwide. Students will explore the competing stories about globalization as it continues to unfold. (3 credits) Alternate Spring

SOC 340 – Comparative Immigration

Prerequisite: SOC 100

This course will focus primarily on the sociological process of immigration from a comparative perspective. Attention will be given to the consistencies of immigration, despite population, destination, and time period, as well as emphasize the differences of the immigrant experience, which help highlight how politics, the economy, and culture shape this dynamic process. Issues such as the construction of race, nationalism, globalization, and technology and how they in turn shape the immigrant's experience will be covered, with emphasis on how laws and social norms shape our common discourse on immigration. (3 credits) Alternate Years

SOC 348 – Urban Sociology

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisite: SOC 100

Students who have taken SOC 238 may not take SOC 348 for credit

This course introduces the field of urban sociology. The course covers the main topics and vocabulary associated with urban research. Students will engage in original research will allows

them to test the ideas from the course's readings. This course is research and writing intensive. (3 credits) Spring

SOC 350 – Comparative Social Movements and Social Change

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisite: SOC 100

A specialized course on the literature in sociology from a global perspective. Students will review theories and empirical cases on social movements and social change. Topics could include, but are not limited to: labor movements, lesbian and gay activism and environmental activism. (3 credits) Alternate Spring

SOC 430 – Special Topics

Fulfills a course requirement in the Anthropology + Sociology Core Concentration

Prerequisites: SOC 100

Study of special topics in sociology. Topics determined by student needs and the availability of appropriate instruction. (3 credits) Special Offering

SOC 460/ANTH 460 – Senior Seminar

Cross listed as ANTH 460

Prerequisite: ANTH 454 (C- or higher)

This course is designed to foster a deeper understanding of anthropology and sociology. Students will be required to produce research suitable for presentation at a student-research conference and/or publication in either anthropology or sociology student-level research journals. Topics will be determined by the student (3 credits) Spring

SPANISH (also see listings under Languages)**SPN 101 – Elementary Spanish I**

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Not open to native speakers of the language studied.

The first of a two-course sequence in the elements of a language and its culture. Proficiency-based instruction in fundamental discursive patterns, vocabulary, and syntax of the language within a cultural context. Emphasizes listening, speaking, reading and writing. Establishes the foundation for further facility in the language studied. Uses audio and video components. (3 credits) Fall

SPN 102 – Elementary Spanish II

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Elementary Language I course. Not open to native speakers of the language studied.

Continuation of Elementary Language I, emphasizing proficiency-based instruction in authentic cultural contexts. (3 credits) Spring

SPN 201 – Intermediate Spanish I

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Elementary Language II course. Not open to native speakers of the language studied.

The first course of a two-course sequence which extends fundamental skills developed in the elementary courses. Proficiency-based instruction. Emphasis is placed upon skills leading to fluency and integration of language and culture through more extensive reading, writing, and Internet assignments; greater depth and range of linguistic skills through grammar review and conversational practice. (3 credits) Fall

SPN 202 – Intermediate Spanish II

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate Language I course. Not open to native speakers of the language studied.

Continuation of Intermediate Language I. Students are expected to achieve a functional level of fluency. Activities for the course include extensive Internet use for class discussion of world events and extended use of the Modern Language Lab. (3 credits) Spring

SPN 210 – Actors, Authors and Audiences

Fulfills a course requirement in the minor of Modern Language

A variable topics course designed to introduce students to the dramatic and cinematic productions of a specific nation, culture or language group. Through close examination of the material proposed for the topic, students gain a deeper appreciation and understanding of how the targeted culture perceives itself and how others perceive it. The topic covered each semester is listed in the Course Bulletin. This course may be repeated for credit, but students must study a different topic each time this course is offered. This course is taught in English. (3 credits) Offered on demand

SPN 220 – Perspectives on Culture: The Spanish

This variable content course is designed to introduce students to the history and culture of a nation. In a survey style course format, students will gain a deeper understanding of the most significant literary, historical, and cultural aspects of the targeted nation and may use this information to assist in language acquisition. This course is taught in English. (3 credits) Fall, Spring

SPN 310 – Advanced Grammar and Composition

Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration.

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course

Intensive practice and review in advanced grammatical structures, written composition, and the mastery of style. This course forms a basis for advanced competence of grammatical structures in the student's target language and is intended to serve as a foundation for advanced study. (3 credits) Fall

SPN 311 – Advanced Conversation

Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course

Advanced Conversation is designed to help students refine conversational skills for group discussion, dialogue, and individual oral presentations on current topics pertaining to everyday life, professions, politics, social/economic conditions, and the arts. (3 credits) Spring

SPN 338 – Spanish Literary Tradition I

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Successful completion (C- or higher) of Intermediate II Course in the same language or placement by examination.

Literary Tradition I provides a chronological survey of literature in the respective language from around 800 AD to 1750 AD. The most significant works of literature, ranging from early writings in medieval epics to lyrical poetry, early novels, and dramas will be introduced and discussed. Emphasis is placed on the tools of analysis specific to literary studies and criticism in modern language study. Reading, discussing and writing about significant texts affords understanding of literature and reinforcement of advanced language skills (3 credits) Fall

SPN 339 – Spanish Literary Tradition II

Fulfills a course requirement in the Modern Language Core Concentration

Prerequisite: Successful completion (C- or higher) of Intermediate II course in the same language or placement by examination.

Literary Tradition II provides a chronological survey of literature in the respective language from around 1750 AD to the present. The most significant works of literature, ranging from drama to the short story and the novel, especially in the nineteenth century, will be introduced and discussed. Emphasis is placed on the tools of analysis specific to literary studies and criticism in modern language study. Reading, discussing, and writing about significant texts affords understanding of literature and reinforcement of advanced language skills (3 credits) Spring

SPN 340 – Advanced Literary Topics

Fulfills a course requirement in the Modern Language Major, Minor, and Core Concentration

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course

This variable content course is designed to introduce students to literary masterpieces, trends, and movements of the targeted language by reading and studying the author or genre proposed for the course. All lectures and materials are in the targeted language and students are expected to be proficient speakers and writers of the targeted language. (3 credits) Offered on demand

SPN 350 – Advanced Topics

Fulfills a course requirement in the Modern Language Major, Minor and Core Concentration.

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate II language course

Advanced Topics is a variable content course designed to explore areas of language study outside of the scope of literature. Topics include linguistics, European literary criticism, and business. Unless otherwise noted, this course is taught in the target language, and a high level of proficiency is expected. The topic covered each semester is listed in the Course Bulletin. This course may be repeated for credit, but students must study a different topic each time this course is offered (3 credits) Fall, Spring

SPN 351 – El Siglo de Oro (The Golden Century)

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate Language II course. As is the rule of most 300 and above courses, this course will be taught mainly in the target language.

The "El Siglo de Oro" is considered the apex of Spain's literary and artistic history. This is the period between the Spanish Renaissance and the Baroque Era (XVI-XXVII centuries). That era is framed by the works of the Italianist, Garcilazo de la Vega, and the Neo-baroque dramatist, Pedro Calderon de la Varca. Emphasis will be placed on the literary study and criticism of prominent works and authors through reading, discussions, and writing in the target language. (3 credits) Fall

SPN 352 – La generacion del 98 (The Generation of 98)

Prerequisite: Placement by examination or successful completion (C- or higher) of the appropriate Intermediate Language II course. As is the rule of most 300 and above courses, this course will be taught mainly in the target language

As a result of the Spanish – American War Era of 1898, Spain lost its last overseas Colonies. That embarrassing defeat gave rise to a multitude of discussions by Spain's intellectuals who saw the "Spanish Problem" as extremely serious. They turned within themselves to try to rediscover and revive the spirit that had made Spain great. The result was a new movement that became known as the Generation 98. The course will emphasize the works of the major philosophers, poets, novelists, and briefly touch on other architectural, musical, and artistic expressions. (3 credits) Spring

SUSTAINABILITY

SUST 101 – Introduction to Sustainability Studies

Sustainability Studies is an interdisciplinary field that examines the interrelated environmental, economic and social problems facing humans at local, regional and global scales. This course provides an introductory survey of the concepts, principles and tools from diverse fields that contribute to understanding and responding to problems such as climate change, environmental degradation, and unequal distribution of limited resources. The course introduces perspectives from the natural and social sciences, arts and humanities, and professional disciplines and explores how valuing their interconnection increases the prospects for achieving a more sustainable future. Specific topics to be explored may include: quantitative systems thinking and analysis, principles of ecology, consumption patterns of energy and natural resources, the role of media in sustainability literacy, cultural sustainability, environmental politics, social justice, sustainable architecture and engineering, and the roles of the arts. (3 credits) Fall, Spring

SUST 301 – Analysis and Decision-Making for Sustainability

Prerequisite: SUST 101, MATH 117 or higher or consent of instructor

This course focuses on understanding and applying various quantitative and qualitative research methodologies to issues within sustainability studies such as life-cycle analysis, analytical induction, and optimization. The goal of the course is for students to develop analytical skills to guide decisions that lead to more sustainable outcomes in a variety of systems. During the semester, students will be given opportunities to work with others in different disciplines to understand the interdisciplinary aspects related to technical, social, environmental, and economical issues in sustainability. (3 credits) Fall

SUST 401 – Working Toward Sustainability

Prerequisite - SUST 301

This course is the capstone in the SUST sequence for the sustainability studies minor. During the first portion of the class, students will critically analyze a system or process which purports to be sustainable from environmental, economic and social science perspectives. The second half of the course focuses on working in groups to identify and propose interdisciplinary solutions to issues related to sustainability. (3 credits) Spring

SUST 430 – Special Topics in Sustainability Studies

Prerequisite: SUST 101

An advanced interdisciplinary course focused on a topic related to sustainability studies. (3 credits) Special Offering

THEATRE

THEAT 110 – Acting I

Fulfills a requirement in the Theatre Core Concentration

The course focuses on elements which form the basis for the art and craft of acting. Its emphasis is on the actor's instrument: body, voice, intellect and emotion and the resources needed in creating a role. These are explored through a series of acting exercises involving concentration, energy, sensory awareness, rhythm and imagination. The class includes discussions of theory and practice, and an introduction to physical and vocal warm-ups and scene work. (3 credits) Fall, Spring

THEAT 120 – Design for the Theatre I

Fulfills a requirement in the Theatre Core Concentration

A study of scenery and costume design for the theatre. The course will include discussions of design elements and an introduction to the practical skills of rendering, drafting, and scenic and costume construction. (3 credits) Fall, Spring

THEAT 121 – Design for the Theatre II

Fulfills a requirement in the Theatre Core Concentration

This course is a study of lighting design, sound design, and stage management. The course will include discussion of design elements and an introduction to the practical skills of drafting, electricity, applied optics, and the use of sound and sound equipment. In addition, there will be a study of stage management techniques and responsibilities. (3 credits) Spring

THEAT 130 – The Art of the Theatre

Fulfills a requirement in the Theatre Core Concentration

A broad examination into the whole theatre craft. The course will focus on script analysis from the point of view of the various theatre professions. Plays chosen will be from differing theatrical periods and reflect the department's production season. An introduction to theatre vocabulary will also be included. (3 credits) Fall, Spring

THEAT 140, 141 – Musical Theatre Workshop

Fulfills a course requirement in the Theatre Core Concentration

This course studies the American musical theatre. It may include weekly private lessons for the development of the singing voice and acting styles for use in the musical theatre. Concentration is on the conveyance of image and dramatic meaning. (2 credits for 140, may be repeated for credit; 1 credit for 141, may be repeated for credit) Fall, Spring

THEAT 200 – Theatre Practicum

Fulfills a course requirement in the Theatre Core Concentration

This course offers production experience directly related to other theatre courses. Students receive credit for supervised work in all areas of the department production program. These include all technical areas, running crews, design, directing, performance, and house management and publicity. One credit may be obtained for each semester in residence as a theatre major. (1 credit) Fall, Spring

THEAT 210 – Acting II

Fulfills a course requirement in the Theatre Core Concentration

Prerequisite: THEAT 110 or consent of the instructor

This course lays the foundation for a sound methodology and technique for approaching a role. Its practical work builds upon the character and scene analysis and presentations begun in Acting I. (3 credits) Spring

THEAT 220 – Intermediate Design

Fulfills a course requirement in the Theatre Core Concentration

Prerequisite: THEAT 120 or consent of the instructor

A detailed examination of technical theatre, the design process, and methods for lighting, scenery, and costuming. Sound design and technology will also be introduced. Discussions will include play analysis, period style, and the application of historical research to design projects. Students will be expected to narrow their focus to one or more design areas. The class will culminate in a portfolio review. (3 credits) Spring

THEAT 230 – Theatre History I

Fulfills a course requirement in the Theatre Core Concentration

This course surveys the history of theatre and drama in Europe and Asia from the ancient Greeks through the Elizabethan period. (3 credits) Fall

THEAT 231 – Theatre History II

Fulfills a course requirement in the Theatre Core Concentration

This course surveys the history of theatre and drama in Europe, Asia, and the Americas from the French neo-classic period through the development of modernism in the twentieth century. (3 credits) Spring

THEAT 300, 301 – Drama in Production

Fulfills a course requirement in the Theatre Core Concentration

An intensive course in the theory and practice of the theatrical arts. Each semester the course will focus on a particular playwright, period, or style. Study in the classroom will parallel the practical application of the material in the studio. The course will culminate in a workshop production. (3 credits for 300, may be repeated for credit; 1 credit for 301, may be repeated for credit) Fall, Spring

THEAT 310, 311 – Acting Studio

Fulfills a course requirement in the Theatre Core Concentration

Prerequisite: THEAT 210 or consent of the instructor

An advanced acting course that will examine particular acting problems and styles through analysis and presentation of dramatic writing selected from a variety of periods and cultures across time. Subject matter will vary each term (3 credits for 310, may be repeated for credit; 1 credit for 311, may be repeated for credit) Spring

THEAT 312 – Acting Workshop

Fulfills a course requirement in the Theatre Core Concentration

Prerequisite: Two semesters of introductory acting courses or their equivalent and a serious commitment to acting as a profession.

Advanced study of experimental theatre techniques. The aim of the work is to extend the creative range of the actor by developing his or her physical and vocal equipment, releasing the imagination so that the actor is able to bring a new freedom and a new depth to his or her work, whether in the experimental or the traditional theatre. (3 credits) Fall (London)

THEAT 320, 321 – Design Studio

Fulfills a course requirement in the Theatre Core Concentration

Prerequisite: THEAT 220 or consent of the instructor

A focused examination of design processes and techniques. Much of the work will be through individual design projects. Students will engage in readings and research in their area of specialty. The class will culminate in a portfolio review. (3 credits for 320, may be repeated for credit; 1 credit for 321, may be repeated for credit)

THEAT 322 – Theatre Design Workshop

Fulfills a course requirement in the Theatre Core Concentration

Prerequisites: THEAT 120, 220

Advanced design project in scenery, costume, or lighting. Each student submits a plan for his or her own course of study, augmented by museum visits and research checklists, using the various resources available in London. Ordinarily, the goal of this study is a major design project of portfolio quality. (3 credits) Fall (London)

THEAT 330 – Theatre of Shakespeare

Fulfills a course requirement in the Theatre Core Concentration

Critical analysis of selected comedies, tragedies, and histories, including a study of the Globe Theatre and of contemporary production techniques. Plays chosen reflect the announced seasons of local and nearby London theatre production companies. (3 credits) Fall (London)

THEAT 331 – Modern Theatre and Drama

Fulfills a course requirement in the Theatre Core Concentration

Examines the ideas and practices of the modern theatre. Beginning in the late nineteenth century with realism and the anti-realistic rebellion, the course follows the major theories, plays, and practitioners that shaped our contemporary theatre. (3 credits) Alternate Spring (Also taught in London)

THEAT 332 – British Theatre and Performing Arts

Fulfills a course requirement in the Theatre Core Concentration

A study of the contemporary performing arts in England through exposure to a broad range of theatre, dance, and musical events. The course emphasizes the historic development of various performance traditions. Theatre tours, classroom discussions, guest speakers, reading and writing assignments provide historic context and critical perspective. (3 credits) Fall (London)

THEAT 333 – Asian Drama and Dance

Fulfills a course requirement in the Theatre Core Concentration

Study of major traditional dance-drama forms in India, China, and Japan. The course will deal with traditions, texts, and performance practices for Kathakali, Peking Opera, Noh, Kabuki, and Bunraku in their traditional and modern manifestations demonstrating parallels and interactions between Eastern and European performance traditions. (3 credits) Alternate Spring

THEAT 334 – Contemporary Drama

Fulfills a course requirement in the Theatre Core Concentration

Concentrated study of major trends in the contemporary theatre. Each semester the class will focus on the work of one playwright or one aspect of the current theatre. Students are expected to do extensive research and analysis for seminar presentations. (3 credits) Alternate Spring

THEAT 340 – Directing

Fulfills a course requirement in the Theatre Core Concentration

The fundamentals of play direction, including script analysis, interpretation, blocking, focus and methods used to maintain directorial image. This course will include a study of the director's role in the modern theatre and will include student direction of short scenes. (3 credits) Spring

THEAT 341 – Seminar in Directing Problems

Fulfills a course requirement in the Theatre Core Concentration

Prerequisite: Successful completion of a directing class, directing experience, or consent of instructor

Study of specific problems of play direction as seen in the current productions in the London theatres. Analyzes each production to identify directing problems and possible solutions. Class attendance at the productions and guest lectures by British directors, whenever possible, supplements the study. (3 credits) Fall (London)

THEAT 431 – Drama Theory and Criticism

Fulfills a course requirement in the Theatre Core Concentration

A study of selected ideas of theater from Aristotle to the present. Readings include Aristotle, Brecht, Artaud, Stanislavski, Craig, and Grotowski. A seminar course for upperclassmen in theatre and others by permission. Includes discussion, research papers, and classroom presentations. Greatest emphasis is placed on theorists and practitioners of the 20th century. (3 credits) Alternate Spring

THEAT 441 – Theatre for Young Audiences

Fulfills a course requirement in the Theatre Core Concentration

The study of techniques of creating theatrical productions and using theatre as a learning tool for children of various ages. Dramatic literature for children will also be surveyed. Students will test their theories and the range of their skills by creating productions for outreach in community schools. (3 credits) Special Offering

THEAT 443 – Special Topics in Theatre

Fulfills a course requirement in the Theatre Core Concentration

The course will focus on one aspect of theatre production such as vocal training, stage management, or playwrighting. Work in the course will include both the theoretical basis and the practical application of the subject matter. (3 credits) Special Offering

THEAT 490 – Cultures in Contact: British Heritage and Its Impact on Modern Man

Fulfills a course requirement in the Theatre Core Concentration

Accompanied by lectures in English history, art, and mores, the bulk of the course is an on-the-street workshop exploring British culture. Includes individual visits to many important museums and galleries, and tours of London, Greenwich, Windsor, Hampton Court, St. Albans (Verulamium), Shaw's Corner, Canterbury, and Stratford-upon-Avon. Required of all participating students. (3 credits) Fall(3 credits) Fall (London)

ALTERNATIVES TO CLASSROOM STUDY

(Open only to seniors majoring in theatre.)

THEAT 475 – Senior Topics

Senior majors, in consultation with the theatre faculty, may select one course of special study best suited to their learning needs and demonstrated abilities.

Theatre Management, Promotion, and Publicity

Prerequisite: THEAT 130; or consent of instructor

Principles and methods involved in commercial and educational theatre operation, which include organization, choice of a season of plays, creation of an audience, box office routines, house management, and touring. Includes actual practice in ticket, program, poster, and flyer design. (3 credits) Spring

Professional Theatre Internship

This alternative involves an intern semester with a professional theatre company under the tutelage of a qualified professional approved by the department coordinator. Apply for *Variable Credit* through the Cooperative Education Office. (3 credits) Fall, Spring

Project in Acting, Design, Directing, or Stage Management

Acting: Students, working with a faculty director, contribute to every aspect of the decision-making process and bear a major responsibility for character and script analysis. (3 credits) Fall, Spring

Design: Students execute a project in scenery, costume, or lighting under the tutorial guidance of faculty. (3 credits) Fall, Spring

Directing: Students are responsible for the selection, analysis, and direction of a one-act play and assume complete supervision of the production under the tutorial guidance of faculty. (3 credits) Fall, Spring

Stage Management: Students are responsible for the complete supervision of a Main Season production under the guidance of the faculty director. (3 credits) Fall, Spring

Research Project: The student undertakes a project of research and theory, which may have practical production application, under the tutorial guidance of faculty. (3 credits) Fall, Spring

VISUAL ARTS STUDIES**VARTS 101 – Foundations of Drawing**

Fulfills a course requirement in the Visual Arts Studies: Painting/ Drawing/ Printmaking, or Sculpture Core Concentration

Using various drawing materials, basic drawing methods will be introduced including composition, the effective use of positive and negative space, the relationship of image to page, methods of controlling spatial illusion, and various means to creating images. (3 credits) Fall, Spring, Summer

VARTS 190, 290, 390 – Intersections

The Intersections program is a series of seminars mandatory to all Visual Arts Majors throughout their tenure at Roger Williams University. Held weekly each semester, the program is intended to create a forum for discussion amongst students and faculty. Round-table conversations or presentations by students, faculty and guest artists generate active and lively discussions surrounding issues in the arts. A student mentor program, intended to build a sense of community among the visual arts students is a vital component of this program. Required readings or screenings and topics covered will vary semester to semester. (1 credit earned annually) Fall, Spring

VARTS 201 – Drawing The Figure

Prerequisite: VARTS 101 or permission of instructor

Fulfills a course requirement in the Visual Arts Studies: Painting/ Drawing/ Printmaking Core Concentration.

This course continues to investigate the visual possibilities introduced in Foundations of Drawing. The student explores the visual impact and significance of the figure as a central subject of drawing. Inherent in this exploration is an understanding of its anatomical and expressive complexities. (3 credits) Fall, Spring, Summer

VARTS 231 – Foundations of Sculpture

Fulfills a course requirement in the Visual Arts Studies: Sculpture Core Concentration.

This course is an introduction to sculptural materials and processes. Using simple hand tools to manipulate a wide variety of materials including plaster, wax, and clay; essential sculptural elements will be applied through an exploration of basic sculptural methods such as subtraction, addition, manipulation, and substitution, while placing emphasis on the individual's creative development. More complex methods such as construction, assemblage, and relationships between materials, as well as more sophisticated processes like casting will also be studied via related/interrelated exercises. Experimentation and exploration are paramount. (3 credits) Fall, Spring, Summer

VARTS 232 – Intermediate Concepts in Sculpture

Fulfills a course requirement in the Visual Arts Studies: Sculpture Core Concentration

Prerequisite: VARTS 231

This course is a continuation of principles and techniques presented in Foundations of Sculpture. Intermediate sculptural methods will be explored with a particular emphasis on the relationship of sculptural media to conceptual issues and the individual's creative development. Complex methods of construction, assemblage and mold making will be introduced. (3 credits) Annually

VARTS 241 – Introduction to Printmaking

Fulfills a course requirement in the Visual Arts Studies: Painting/ Drawing/ Printmaking Core Concentration

Prerequisite: VARTS 101

This course is an introduction to print media. Each semester will offer instruction in one of the following areas of printmaking: relief, intaglio, silkscreen, lithography, or monoprint. (3 credits) Annually

VARTS 261 – Foundations of Photography

This studio course will introduce students to the fundamentals of traditional light (film) based photo and extend into digital media applications. This foundation course will form the basis of further studies within photography, while emphasizing the rich vocabulary associated with this time and narrative based medium. Students must have an adjustable 35mm camera. (3 credits) Fall, Spring, Summer

VARTS 281 – Foundations of Painting

Fulfills a course requirement in the Visual Arts Studies: Painting/ Drawing/ Printmaking Core Concentration

Using water-based materials, students will explore color mixing and color theory as it relates to spatial and compositional problems in painting. (3 credits) Fall, Spring, Summer

VARTS 282 – Oil Painting

Prerequisite: VARTS 281

Fulfills a course requirement in the Visual Arts Studies: Painting/Drawing/Printmaking Core Concentration
This course builds on the theories and methods introduced in the Foundation of Painting course using oil-based materials. This course develops a student's knowledge of the uses of color, including its psychological and expressive properties. Requires solution of more complex compositional and spatial problems. All aspects of making a painting from stretching a canvas to understanding the use of oil mediums will be investigated. (3 credits) Annually

VARTS 301– Advanced Drawing : Process and Content

Prerequisites: VARTS 101, 201

Fulfills a course requirement in the Visual Arts Studies: Painting/ Drawing/ Printmaking Core Concentration
Using skills developed in Foundations of Drawing and Drawing the Figure, students concentrate on personal exploration and individual expression through drawing as an independent art form. The course emphasizes the development of critical awareness and judgment. As students experiment with their own choice of imagery they will gain mastery of skills and techniques in various media. (3 credits) Annually

VARTS 330 – Special Topics in Visual Art

Prerequisites: Completion of at least 1 Foundations Studio

Fulfills a course requirement in the Visual Arts Studies: Painting/ Drawing/ Printmaking, Photo Digital Media, Film Animation Video and Sculpture Core Concentrations

This course is designed to introduce the Visual Art student to a variety of media experiences based on faculty members expertise and interests. The topics include a wide range of possible media explorations in 2 and 3-dimensional art making. The history, craft and context of the medium will be discussed. Technical demonstrations and discussion of how the aesthetic choices associated with the medium affect the content of the students work will be a focus of this class. (3 credits) Special Offering

VARTS 333 – Advanced Sculpture: Process and Content

Prerequisite: VARTS 231

Fulfills a course requirement in the Visual Arts Studies: Sculpture Core Concentration

This course integrates students' understanding of materials and techniques developed in Foundations and Intermediate Sculpture to create work that investigates a personal direction in Sculpture. Emphasis is placed on the students' conceptual and thematic intentions and how they take place in 3-Dimensional form. Innovation, an expanded vocabulary of traditions and new directions in Sculpture, and depth of engagement with process, idea and form are expected. The relationship of site to space and inquiry into the nature of contemporary sculptural issues and forms will be examined through making, field trips, and through readings about the history and theory of sculpture. (3 credits) Spring

VARTS 351 – Intermediate Concepts in Photography

Prerequisite: VARTS 261

Fulfills a course requirement in the Photography/ Digital Media Core Concentration.

This course builds on the ideas introduced in Foundations of Photography, strengthening the student's aesthetic strategies, technical skills and historical knowledge of the medium. Ideas of representation and presentation, emphasizing solutions to visual, social and theoretical concerns are explored. Film and lab-based, digital imaging, and technical photographic applications with media crossovers will be explored. (3 credits) Annually

VARTS 352 – Advanced Photography: Process and Content

Prerequisite: VARTS 261, 351 or permission of instructor

This course investigates advanced darkroom skills, techniques and various non-silver processes in order to extend understanding of the unique aspects of the medium. Portfolios focus on content, process and innovation in the photographic image leading to articulate visual thinking and expressive picture making. (3 credits) Annually

VARTS 361 – Introduction to Digital Media

Prerequisite: VARTS 261

Fulfills a course requirement in the Visual Arts Studies Photography/Digital Media Core

This studio course introduces digital media processes including digital photography, videography and web design. Emphasis is placed on locating student interests and developing creative strategies. Projects include digital images, web designs and videos. (3 credits) Fall, Spring

VARTS 362 – Film, Animation and Video

Prerequisite: VARTS 361 or permission of instructor

Fulfills a course requirement in the Visual Arts Studies Photography/Digital Media Core Concentration
This studio course introduces animation and video art processes and tools including stop-frame analog animation, digital animation, digital videography, sound design, editing and DVD/web publishing. Emphasis is placed on locating student interests, developing creative strategies and honing professional methods. Projects include animation, sound and video creation. Students in this course organize and direct the annual Roger Williams University Film Festival. (3 credits) Annually

VARTS 363 – Intermediate Concepts in Digital Media

Prerequisite: VARTS 361 or 362

Fulfills a course requirement in the Visual Arts Studies Film, Animation and Video; and Photography / Digital Media Core Concentrations

This intermediate studio course focuses on advanced digital photography, advanced web design, and interactive installations. Students propose projects based on their own interests in digital media. Emphasis is placed on portfolio development and interdisciplinary investigation that connects digital media to other medias and disciplines. (3 credits) Annually

VARTS 364 – Intermediate Concepts in Film, Animation and Video

Prerequisites: VARTS 362

This studio course focuses on film, animation and video direction and production. Emphasis is placed on interdisciplinary experimentation, choreography, production management and the history and theory of film, animation and video. Projects can be collaborative or individually proposed based on experience and interests. (3 credits) Annually

VARTS 381 – Painting The Figure

Prerequisites: VARTS 201, 281

Fulfills a course requirement in the Visual Arts Studies: Painting/Drawing/Printmaking Core Concentration
The figure has been a subject of painting since prehistory. This course explores the insights and objectives artists have held in the past with regard to the figure. Furthermore, consideration of the figure's role in the context of contemporary art and the student's personal investigation are fostered in this course. (3 credits) Annually

VARTS 392 – Mixed Media

Prerequisite: VARTS 361

This class investigates a variety of art making genres and technical applications that challenge form and content. Multi-media applications may range from mixed media assemblage and digital processes to alternative modes such as Collaboration, Performance Art or Installation Art. Students as individuals will adopt these ideas and methods for their own work, continuing the development of formal and technical skills in relation to a personal evolution. Historical and

contemporary precedents will be introduced. Possibilities for collaboration with other disciplines will be encouraged throughout the course. (3 credits) *Annually*

VARTS 430 – Topics in Visual Arts

Prerequisite: Completion of at least 1 Foundations Studio

This course focuses provides an opportunity for students and faculty to examine special issues in Visual Arts Studies. This course will vary in emphasis based on a particular faculty member's expertise. (3 credits) *Annually*

VARTS 431 – Topics in Sculpture

Prerequisites: VARTS 231, and one of the following VARTS 232, 331, 332

Students develop proposals for a major sculpture with the instructor's permission. Students prepare exploratory drawing, models, and sculptures that investigate all aspects of this major project. Emphasizes planning, careful production, and finishing. Students at this level are expected to be able to refine their skill in at least one sculpture medium and to critically analyze their work. (3 credits) *Special Offering*

VARTS 451 – Topics in Photography / Digital Media

Prerequisite: VARTS 261 and 361 or permission of instructor

Rotating content in these special studies in photography and digital media includes The Photograph as Social Document, Portrait Photography, Commercial Applications of Photography, Architectural Photography, and Advanced Digital Media Applications. (3 credits) *Special Offering*

VARTS 469 – VARTS COOP

Prerequisites: Junior or Senior standing in VARTS and consent of instructor

This course is designed to prepare students for the transition from academia to working experiences that may form the basis of a career in disciplines in and related to the creative and visual arts. Prior to starting their internship, students are guided through the experience of preparing a resume, conducting a job search and applying for a position. Students may select from a variety of positions at galleries, museums, non-profit organizations or as assistants to photographers and artists. During the semester students perform 135 hours of work, usually without financial remuneration for their services. Students write a paper about their experience and receive feedback from their employers, their RWU Career Services advisor, and their faculty sponsor. (3 credits) *Fall, Spring, Summer*

VARTS 471 – Visual Arts Professional Practices

Prerequisite: VARTS

This class serves as a forum to prepare for the challenges of the professional art career. Emphasis is on the professional presentation of the work of an artist through the completion of a portfolio, an artist's statement, and a resume. The students will be introduced to the workings of gallery representation; location and applying for grants, residencies and internships, and applications to professional graduate degree programs in the arts. Regular visits with local professionals in the arts such as working artists, gallery directors, curators and educators will be an important component of the course. (3 credits) *Fall*

VARTS 472 – Visual Arts Thesis

Prerequisite: VARTS 471

In this course, Visual Arts students will produce a written thesis complementary to their artwork produced during their senior year. Investigating the layers of meaning and reflecting upon content within their work through the process of writing is the primary aim of the thesis. Taking the form of an extended artists statement, the thesis should illuminate the ideas and motives students bring to their visual work and the worldly and art historical contexts that inform it. The thesis forms conclusions about the work: its intent, sources, influences, implications and suggested content. Statements are to be prepared for submission with accompanying high quality documentation of the visual work and research. (3 credits) *Spring*

VARTS 481 – Topics in Painting / Drawing / Printmaking

Prerequisite: VARTS 281

This course provides an opportunity for students and faculty to examine special issues in Painting/Printmaking/Drawing. The course will vary in emphasis based on a particular faculty member's expertise. (3 credits) *Special Offering*

VARTS 491 – Inter Media Workshop

Prerequisites: completion of VARTS Foundation courses, VARTS 361, 392 and two intermediate VARTS studio courses

Inter Media offers a cross-disciplinary approach to making art through a range of topics, assignments and discussions. Historical and contemporary precedents will be introduced. It is expected that the Inter Media Workshop will provide a segue to the intensely focused Senior Studio the following semester, with students developing a personal vision, means and aims for their work. (4 credits) *Fall*

VARTS 492 – Senior Studio

Prerequisite: VARTS 491

This advanced course requires a student to explore in depth a chosen direction for their artwork, constituting the final stage of the four-year Visual Arts Studies program. Three years of research and experimentation with different media and processes will culminate in a written statement and exhibition of a body of work produced for this class. (4 credits) *Spring*

VARTS 530 – Special Topics in Visual Arts

Prerequisite: Graduate standing, or Senior Standing with permission of the instructor

Variable content course dealing with significant themes, periods and individuals in the Visual Arts. The course is offered in a graduate seminar format, with graduate academic and scholarly expectations as well as support for faculty and student pursuits. The course may be taken more than once depending on topical content. (3 credits) *Special Offering*

WRITING STUDIES, RHETORIC, AND COMPOSITION

WTNG 100 – Introduction to Academic Writing

Required of all students who are assigned to it on the basis of SAT scores and a writing sample.

This course does not fulfill University Core Curriculum writing requirements. (3 credits) *Fall, Spring*

RATIONALE for a WTNG 100 Placement

The protocol for placing students into a Writing course now involves both the SAT-CR and SAT-Writing Scores. If either is 520 or above, the student is initially placed into WTNG 102. If the score is 510 or below on both tests, the student's initial placement is WTNG 100. An in-class diagnostic conducted during the first week of classes confirms or challenges the placement. (3 credits) *Fall, Spring*

WTNG 102 – Expository Writing

Prerequisite: Successful completion (C- or higher) of Introduction to Academic Writing or placement by SAT score and a writing sample. *Required of all students.*

Fulfills one of the two University Core Curriculum requirements in the University Writing Program.

This course covers the rhetorical elements of sound argumentation. Students learn how to write well-structured, well-developed essays that demonstrate proficiency in standard written English. Assignments include close textual analysis of persuasive essays, rebuttal arguments, and position papers. Students must pass a common grammar exam, submit a portfolio, and earn a C- or higher in the course in order to enroll in Critical Writing. (3 credits) *Fall, Spring*

WTNG 200 – Critical Writing for the Humanities and the Social Sciences

Prerequisite: Successful completion (C- or higher) of WTNG 102.

Fulfills one of the two University Core Curriculum requirements in the University Writing Program.

This theme-based course focuses on the production of such scholarly texts as the annotated bibliography, the literature review, the research proposal, and the extended research essay. Students learn how to develop a research problem, critically investigate that problem, and advance a well-defined argument to address the problem. (3 credits) Fall, Spring

WTNG 210 – Critical Writing for the Sciences

Prerequisite: Successful completion (C- or higher) of WTNG 102.

Fulfills one of the two University Core Curriculum requirements in the University Writing Program.

A research-based course, Critical Writing for the Sciences focuses on the production of reports expected of science professionals, namely, a research (lab) report in the IMRD format, a review of literature paper based upon a current argument, and an article for a popular journal. Students learn how to assess an experiment, negotiate professional sources, defend an argument, create an annotated bibliography and an oral presentation, and write for various audiences. (3 credits) Fall, Spring

WTNG 220 – Critical Writing for the Professions

Prerequisite: Successful completion (C- or higher) of WTNG 102.

Fulfills one of the two University Core Curriculum requirements in the University Writing Program.

A research-based course, Critical Writing for the Professions focuses on the guidelines for persuasive writing commonly used in business and industry: how to write for specific audiences, choose the appropriate style, design effective document formats, and use visuals to help achieve a documents purpose. The course emphasizes the composition of such professional documents as letters, proposals, and analytical reports. (3 credits) Fall Spring

WTNG 230 – Rhetoric of Film: Writing about Film

Fulfills a course requirement in the Writing Studies Core Concentration

Prerequisite: Critical Writing (WTNG 200,210 or 220)

This theme-based course focuses on critical analyses of films that explore issues of social justice and ethics. Students will be introduced to contemporary rhetorical problems filmic text pose, such as identification, signification and representation, and will write essays centered on these problems to gain further knowledge about persuasion and greater experience with the conventions of scholarly communication. (3 credits) Fall

WTNG 250 – Advanced Composition

Fulfills a course requirement in the Writing Studies Core Concentration

Prerequisite: Critical Writing (WTNG 200,210 or 220)

This course provides writers with advanced practice in drafting, revising, and editing non-fiction prose, with particular emphasis placed on questions of voice and style. Students will experiment with invention strategies and editing techniques as they plan, draft, and revise essays for a variety of purposes and audiences. In addition, they will read and respond to their own and their classmates' writing in order to propose ideas for revision and editing. (3 credits) Spring

WTNG 299 – Special Topics in Writing

Fulfills a course requirement in the Writing Studies Core Concentration

Prerequisite: Critical Writing (WTNG 200,210 or 220)

Special topics are initiated by student demand, interest of the instructor, or timeliness of offering. Readings and written assignments are appropriate to the Special Topic designation. This course may be repeated for credit, but students may study a single topic only once. (3 credits) Special Offering

WTNG 300 – Rhetoric in a Global Context

Prerequisites: A 200-level writing course

At the heart of this course is the problem of rhetoric: the famous rhetoric and philosophy split whereby the nature of representation is called into question. The history and theory of travel writing provides the means by which students investigate the implications of the split for communicators in the global era. Studying the rhetorical evolution of travel writing, students consider the relationships among situation, audience, purpose and text across time and place. The course emphasizes the interaction between close reading and critical writing. (3 credits) Fall

WTNG 301 – The Rhetoric of Narrative

Fulfills a course requirement in the Writing Studies Core Concentration

Prerequisite: Critical Writing (WTNG 200,210 or 220)

This course explores storytelling as a rhetorical act that functions to persuade others, build knowledge, fashion identities, and create audiences. Students learn to use rhetorical concepts like ethos and identification to interpret a variety of narratives – such as fables, fairy tales, and parables; white papers, constitutions, and other claims to political autonomy; testimony taken from war crimes trials, tribunals, and truth commissions; literacy narratives; and their own family stories. Throughout this course of study, students have opportunities to critically reflect upon and write about narratives that have shaped their own identities and/or moved them to action. (3 credits) Alternate Spring

WTNG 302 – Art of Writing: Forms of the Essay

Fulfills a course requirement in the Writing Studies Core Concentration

Prerequisite: Critical Writing (WTNG 200,210 or 220)

This course broadens students' understanding of the essay as a genre, with emphasis on analyzing and writing the personal essay. Through a socio-cultural perspective, students investigate why the personal essay is persuasive discourse that parallels pathos in argument. Readings proceed from the historical to the contemporary in the arts and sciences. (3 credits) Fall

WTNG 310 – Advanced Writing (Sciences)

Fulfills a course requirement in the Writing Studies Core Concentration

Prerequisite: WTNG 200; 210; or 220

This course moves beyond the introduction to scholarly communications offered in Critical Writing for the Sciences (WTNG 210). In the course, students analyze and produce professional communications in the sciences. Students are expected to initiate new research projects for this course and practice careful revision and editing of their work. Students condense substantial research for a grant proposal, configure texts, present work orally in a public venue, and compile a professional portfolio. (3 credits) Alternate Years

WTNG 320 – Writing for Business Organizations

Fulfills a course requirement in the Writing Studies Core Concentration

Prerequisite: WTNG 220

This course explores the causes of the success or failure of business communications. The course takes a case-based approach. Students will study the theory and practice of business communications as a pragmatic enterprise to accomplish actual change in the world. The course includes the study of the nature of domestic and global business communication, the causes and effects of communication failures, the social, legal, and ethical nature of professional communication, and the problems in determining the professional interests of readers. (3 credits) Spring Alternate Years

WTNG 400 – Writing for Social Change

Fulfills a course requirement in the Writing Studies Core Concentration

Prerequisite: Critical Writing (WTNG 200,210 or 220) and at least Junior Standing

After forming a partnership with a local, non-profit social service agency, participants in this course will determine which of the agency's goals can be met by collaborating on research and writing projects. The writing projects will vary, depending on the objectives of the agency and

the needs of the people it serves. The purpose of the texts produced will range from raising public awareness of agency-specific problems and issues to securing resources for the organization. On-going reading and class discussions will center on the potency of texts, the role of the writer in bringing about social change, and the value of civic engagement (3 credits) *Spring Alternate Years*

WTNG 402 – Advanced Argument

Fulfills a course requirement in the Writing Studies Core Concentration

Prerequisite: Critical Writing (WTNG 200, 210 or 220) and at least Junior Standing

This course covers the classical, rationalist models of argument generated by Aristotle, and the contemporary models generated by Stephen Toulmin and Carl Rogers that focus on cultural fields of interpretation and on the interpersonal relationship between writer and audience. Within these frameworks, students will analyze and produce different types of written arguments. Special emphasis will be accorded to arguments across several academic disciplines, including the humanities, law, the science, and the social sciences. Additionally, the course will consider linguistic and political challenges to rationalist modes of discourse. (3 credits) *Spring Alternate Years*

WTNG 430 – Special Topics

Prerequisite: Successful completion of a 200 – level Writing Class with the grade of a C- or better

This course offers an in-depth study of an aspect of writing theory or practice. The specific focus varies from semester to semester and may include such topics as composition pedagogy; advanced argument; rhetorical analysis of modern culture; civil discourse; community-based writing; and argument in advanced writing for the sciences or for the professions. As topics vary, the course may be repeated for credit. (3 credits) *Fall, Spring*

WTNG 439 – Rhetorical Theory

Fulfills a course requirement in the Writing Studies Core Concentration

Prerequisite: Critical Writing (WTNG 200, 210, or 220) and at least Junior Standing

This course traces the rhetorical tradition from the pre-modern period to the present, surveying representational, epistemic, performative, and constitutive theories of language while highlighting ways that verbal rhetorical theory may be used to interpret and craft rhetorical performances. Students explore a variety of theoretical concepts—such as the five canons of rhetoric, the stases, copia, kairos, sprezzatura, deduction and induction, dissociation, the Burkean pentad, ideographs, and interpellation—and learn to employ these concepts as tools for understanding how texts function persuasively and for composing persuasive texts of their own. Course readings are organized around a common theme, and, at the end of the semester, students work collaboratively to develop a colloquium on the course theme. (3 credits) *Alternate Fall*

WTNG 450 – Composition Theory

Fulfills a course requirement in the Writing Studies Core Concentration

Prerequisite: Critical Writing (WTNG 200, 210 or 220) and at least Junior Standing

This course familiarizes writing students with the history of Composition as an academic discipline, conveys the major theoretical approaches that have helped to shape the field, and examines connections between composition theory and practice. Likely topics include criticisms of current-traditionalist approaches, tensions between expressivist and social constructionist theories, and the emergence of critical pedagogies influenced by postmodernists, cultural studies, and feminist theorists. (3 credits) *Spring Alternate Years*

WTNG 460 – Writing Studies Internship

Fulfills a course requirement in the Writing Studies Core Concentration

Prerequisite: Critical Writing (WTNG 200, 210 or 220) and at least Junior Standing and consent of instructor

This internship will grant academic credit to students who work on a part-time basis with the Writing Studies Department on specially prepared projects. Projects may include professional, disciplinary, or technical writing situations; advanced or capstone projects, courses, or work experiences; or a deeper understanding of college-level composition and the research required for

the field. Students must have completed at least 3 of the 5 writing courses required for a Writing Studies Core Concentration and have maintained a 3.0 GPA in those courses. (3 credits) *Fall, Spring*